

School Activities



Friendship Club in Action—Burnham School, Cicero, Illinois



Collection of Used Clothing—Junior High School, Lawrence, Kansas

Thirteenth Annual Short Course in Yearbook Production

Friday and Saturday, October 9-10, 1953
Columbia University, City of New York

The YEARBOOK: Chronicle of the School Year

IS THE THEME of the Thirteenth Annual Short Course in Yearbook Production. The various sectional meetings have been arranged around core yearbook subjects so that delegates may learn many ways of bettering their books. Yearbook problems and questions will receive full consideration by experts in the production field. For the clinic sessions, delegates should bring their 1953 books for helpful suggestions.

General Meeting: The opening meeting will be held in the McMillin Theatre at 12:30 P.M., Friday, October 9.

Sectional Meetings: Friday, October 9, from 2-2:50 P.M.; 3-3:50 P.M.; 4-4:50 P.M. Saturday, October 10, 9-9:50 A.M. Topics and places of meetings will be announced on the final program.

Clinics: Scheduled for Saturday, October 10, from 10-11:30 A.M., they will be arranged for Advisers and for yearbook staff members.

Luncheon: The concluding Luncheon will be held in the Ballroom of the **Roosevelt Hotel**, Saturday, October 10, at 12:30 P.M. An outstanding authority on a pertinent yearbook subject will be the speaker and will bring the Conference to a fitting climax.

For circulars, registration forms and other information, write:

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School Activities

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As the Editor Sees It



We begin our 25th year. Help us to make it our best yet. Thanks.

Our hearty congratulations to The National Association of Student Councils for another outstanding Conference. And to Elcker, Van Pool, Mathes, Lewis, Elmer, and the many other individuals who planned, organized, promoted, and handled this masterpiece.

After describing current and prospective teacher shortages, the report of a certain national educational committee urged teachers to "recruit" promising students for the profession.

We vigorously dislike this expression because it carries a war-necessity, foreign-missionary, high-pressure connotation.

We vigorously dislike this idea because "recruiting" by parent, teacher, minister, or anyone else—and for any vocation whatever—is morally wrong and educationally unjustifiable. Intelligent guidance has no place for this "recruiting" concept.

While the safety patrols of the Twin City area were being sworn in by the Governor of Minnesota, those in other schools throughout the state simultaneously participated (by school radio and TV) in the program and took the oath. Educational application of modern scientific principles, or something, huh?

During the next two or three years, due to financial troubles in education, most or all of our extracurricular activities are going to be more or less on the defensive. Which is another way of saying that sponsors and member participants will have to, as never before, evaluate and improve their particular interest or activity.

A recent study of a large group of representative high schools showed that in less than one-half of them was there as much as 75% participation, and in one-third of them there was less than 50% participation. What a story—and a reasonable story, too, some newspaper editor could make of that!

Evidence of educational value, not opinion or tradition, will be increasingly demanded. This demand should result in both improved and eliminated activities.

For a long time we have been trying to get a write-up of a successful student council which holds daily meetings. Although we doubt if there is such a council, we are willing to be set right. Note that we are not talking about committee and other sub-group meetings but about the full council in daily session.

Yes, we have received several descriptions of such a plan but subsequent answers to some pertinent questions made us skeptical of their accuracy so we did not use them.

One sponsor (the principal) confessed that he had a daily council meeting because he did not know how to schedule it for only once a week! "But," said he, apologetically, "the period is not wasted. Whenever the council's business does not fill the entire period the members use it for supervised study." Our request for a fair estimate of the time spent in council and study, for an average month, went unanswered.

In any case we are still looking for a convincing article—if there is such a thing.

Can you spell "saponaceous," "consanguineous," "concinnity," "marescent," and "sesquipedalian"? Use them in a sentence? We can not—to both questions. Yet these words are from those used in the National Spelling Bee last spring. Frankly, if we couldn't use pupil time to better advantages than teaching such words we'd jump into the nearest river.

Several of the larger, and most of the smaller, associations of student councils have an annual membership (school) fee of one dollar. This fee is ridiculous because it provides too little financial support for a potentially fine program of meetings and activities. Surely no school would complain in the least over a fee of three or five dollars.

Young people have found that group discussions answer many questions; consequently, there is an ever-increasing demand for more group meetings.

How to Lead a Group Discussion

GEE, WHAT A SWELL DISCUSSION GROUP! I really learned things in that group meeting. The leader knew what he was doing and everyone worked with him." This expression from Judy Jones is typical of the comments from others attending the same group discussion meeting. Judy had traveled several hundred miles to attend a conference of high school students. She represented the entire student body of her school and it was expected that she would bring back some specific ideas and suggestions to improve her school. The fact that the group session she attended had efficient leadership insured her taking home the answers for which she was looking.

On the other hand, Bob Smith was discouraged. He had attended another group meeting at the same conference looking for methods of promoting a project which his school wanted to undertake. His reaction was, "What a dope! I never was so bored in my life! We talked about everything except the assigned topic. The leader didn't even try to keep the group on the proper subject but I doubt if he knew much about it anyway." Bob was representing his student body also and they were looking to him to bring home

Our Cover

The lower picture shows what can be done by Junior High School children. A drive to collect good used clothing for needy children was sponsored by the Student Council of the Junior High School in Lawrence, Kansas. The clothing was collected, sorted, packed in large sacks, and sent to the "Save the Children Federation, Inc." to be distributed as needed. Competition among classes in Social Studies classes in the ninth grade really added impetus to the drive. It was an excellent project.

The upper picture shows a few of the members of the Burnham School Friendship Club, Cicero, Illinois, in action. This club, under the sponsorship of Miss Sally Anderegg, has been very active for the past several years. They present class, school assembly, P.T.A., and radio programs regularly. They also correspond with Pen Pals in foreign countries, collect and exchange stamps, send packages to children in foreign lands, adopt and provide for war children, promote international relations, and promote world peace in general. They are doing some outstanding work. See articles in last year's *School Activities*, pp. 21 and 132.

DONALD I. WOOD

Executive Secretary

*Texas Association of Student Councils
San Antonio, Texas*

needed information. In this case poor leadership meant a poor conference to Bob Smith and loss to his student body.

The question, then, is how can we insure every group discussion to be a good discussion group? How can we be certain that Judy Jones and Bob Smith take home the information they are expected to gather? One of the most obvious means is to provide responsible leadership for each group session. The following is an attempt to outline the need for responsible and intelligent group leadership and to suggest some essential actions and attitudes a group leader needs to achieve.

Each year hundreds of high school students are called upon to act as leaders of discussion groups at youth conferences throughout the nation. For the most part, youth organizations have found that discussion groups and problem solving sessions are extremely popular with boys and girls. They enjoy the opportunity of exchanging ideas in an informal atmosphere and coming to grips with a common problem. The discussion group period provides the occasion when everyone may freely assert his opinions and knowledge. Usually the boys and girls have come together because they had a common problem that each wished to solve. They find that by combining their efforts and knowledge the problem or issue is clarified and solution is less difficult. Even when a group does not find agreement in a problem's solution, new ideas and new approaches are gained.

Since young people have found that group discussion answers so many of their questions there has been an ever-increasing demand for more and better groups. As a consequence, conference programs devote more and more time to this activity. A wide range of topics is provided in order that many problems may be considered. At some conferences topics are repeated at alternate periods to allow students to participate in

several different group discussions. Periods have been lengthened in response to student demands for more time.

To many of the young people, the success or failure of a conference is directly dependent upon the quality of the group discussions they experienced. Herein lies the necessity of providing live topics and, more important, of providing competent and resourceful leaders for each group. Program planning committees recognize that they are limited in their ability to provide the most competent and dynamic leadership. They may choose a leader because he volunteers for the job. Perhaps he is chosen on the recommendation of another person. The point is, that any planning committee takes a group discussion leader on faith—faith that he will perform adequately and well. It is, then, the responsibility of each person chosen for such a position to serve at the maximum of his ability.

The person chosen for such a job might well ask, "What must I do to live up to what is expected of me?" "How can I prepare to do the job well?" Speaking generally, there are two areas in which the prospective leader must be proficient. He must first of all be thoroughly acquainted with the topic or problem to be discussed and, second, he must be prepared to lead his fellow students in a consideration which will be worthwhile and fruitful.

Program planners rightfully expect that when a leader accepts the responsibility for a particular group discussion he will become fully acquainted with the problem and its implications. The chosen leader must learn, beforehand, as much about the topic as is humanly possible. Consultation with a faculty adviser is usually a sound first step. The adviser will probably be able to provide a wealth of material. He may cite references for library reading or perhaps information from his own knowledge of the topic. The resourceful leader, however, will not depend upon the adviser to provide all the material—he will do some research of his own. Personal perusal of all available sources will provide a leader with an understanding of the topic which is needed to insure success. A leader will find it helpful to discuss the topic with his own local group of fellow students to get their ideas and suggestions. It is wise to examine not only the topic but also various means of presentation that will most likely encourage lively and worth-

while discussion.

When the leader feels that he has mastered the available information concerning his topic, it is time for consideration of a method of putting that knowledge to use. He must remember that he will be expected to stimulate thinking within the group as well as to encourage a free exchange of ideas. His mission, then, is *NOT* to solve the problem personally, but rather, to encourage the entire group to do the problem solving. To fill this role successfully there are several considerations.

First, the session must be pre-planned. An advance visit to the room in which the group is to meet is always a good idea. It should be determined how many persons the room will comfortably accommodate and whether participants can be seated facing one another. If possible the chairs should be so arranged for it makes for an easier interchange of ideas. Provision should be made for sufficient ventilation and light. If charts or other aids are to be used they should be arranged as needed. A mimeographed sheet stating the topic for discussion or the problem to be solved plus questions to be answered or things to be considered should be prepared in advance and made available to each participant. The topic for discussion might well be plainly written or displayed where it will be easily seen by those entering the room. It is not uncommon to ask a friend to act as doorkeeper whose duty it will be to admit only as many persons as can be seated. It is most important that the leader and the person who is to act as group secretary meet prior to the session for a general understanding of what is to be recorded.

Second, the leader's personal appearance and manner are important. He should be well groomed, neatly and conservatively dressed; bizarre or otherwise extreme dress will detract from his effectiveness as a group leader. The successful leader will be smiling and genial, yet seriously intent upon his responsibility. His voice should be well modulated, clear, strong, and distinct. He should stand up straight as unusual postures or standing positions decrease his effectiveness. If the members are facing one another, the leader may also be seated, but in such a position that all may see him easily.

Third, the manner in which the meeting is conducted is most important. The leader should always be in the meeting room a few minutes

before the group participants are scheduled to arrive. The group should be called to order promptly and the leader should introduce himself and the group secretary. His opening remarks are all-important because they chart the course which the discussion will take. A "know-it-all" or "wise-guy" attitude should never be assumed by a group leader. The remarks should be brief, to the point, and thought provoking. In many instances leaders have found it helpful to subdivide the group into "buzz groups." These smaller groups, meeting for a short, specified time, have as their purpose the identification of pressing issues, clarification of thinking, and the development of suggestions for appropriate action. The sub-groups are then reconvened to hear a reporter give a summary of each group's thinking. A general discussion of the most pressing issues then follows.

In dealing with the entire group the leader should assume an impartial and judicial attitude. He should try to draw everyone into the discussion and guard against a few monopolizing the discussion. Speaking generally, "testimonials" of "how we do it at home" add little to group thinking. Such expressions should be limited to those that have a direct bearing upon the problem at hand. It should be remembered that solutions are very rarely transplanted intact from one situation to another.

It is unwise to burden the group with one's "pet-peeves" or to allow others to voice theirs. Problem solving is accomplished through a combination of facts and opinions but never through opinions alone. The leader should strive constantly to keep the group thinking together. In order to accomplish group thinking he should discourage side discussions, and should never speak unless it is to the entire group. The group will find it helpful and further discussion will be stimulated if the leader will occasionally summarize what has been said.

Courtesy and tact will be the best methods of control if there is a "heckler" in the group and usually the group will discipline such a person. All questions and comments must be directed to the leader if orderly discussion is to result. Usually leaders require that each speaker identify himself when members of the group are not known to one another.

Careful budgeting of the time should allow a few minutes at the close of the discussion for a

general summary and evaluation of the session. In some cases, group recommendations might be adopted or general agreement achieved. The session should end when the leader thanks the group for their cooperation and compliments their decisions.

After the group has been dismissed, the secretary and leader should immediately prepare a thorough, accurate report of the proceedings, decisions, and recommendations of the group. Often the conference planning committee will supply a special form to be completed. They expect that it will be neatly and accurately accomplished. Usually there is a central point to which these completed reports are to be delivered. It is most important that this task be executed immediately so that each group will be properly reported in the conference proceedings.

Finally, a student discussion group leader may feel reasonably sure of the success of a group session only when these essentials are acted upon, and when the above attitudes are maintained. Good group discussions don't just happen—they are planned!

Evaluative Criteria for Assembly Programs

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The trend in assembly programming today points toward wide student participation. Consequently, there is a need for some guide or some measure of evaluation of student assemblies. The following are evaluative criteria for student assemblies:

The Procedure

- I. The assembly should have wide student participation.
 1. The assembly activity provides for participation by many pupils as well as the talented students.
 2. Students from all grades are provided opportunity to help with and present the program.
- II. The assembly develops talent and ability of the exceptional child.
 1. The gifted child is given opportunity to display his or her talent.
 2. That the retarded children are provided opportunity to do their part, and, with

proper supervision, are able to do their part commensurate with their abilities.

III. There is coordinated, cooperative planning among students and faculty.

1. A faculty and student represented assembly committee is in charge of general development of program.
2. The general objectives of the student assembly are formulated cooperatively by pupils and teachers who are responsible for its success.
3. A regular time and place for rehearsals are planned and scheduled.
4. The assembly schedule is planned to be flexible in case of unforeseen events.
5. The activities for the assembly are supervised by teachers who have ability and interest in that activity.
6. A faculty member is responsible for the coordination of the assembly to insure continuity and quality.

IV. The assembly is part of the program of studies and represents school work.

1. The program is integrated with and supplementary to the program of studies.
 - a. It encourages creative work in the classroom.
 - b. Dramatic and oral activity of the assembly are coordinated with curricular experience in English.
 - c. Manual and stagecrew activity are coordinated with curricular experience in shops.
 - d. Choral and musical activity are coordinated with curricular experience in music.
 - e. Other activities, whenever practical, are coordinated with some particular classroom experience.

V. There is proper balance between the assembly program and other phases of school activity.

1. Curricular activities are not merely a means of putting on assemblies.
2. Time spent for rehearsals and staging does not interfere with normal classroom activity.
3. That student and teacher alike are not overloaded with work on the assembly.

VI. The assembly provides opportunity for self expression.

1. It provides opportunity in its activities for leadership, followership, and cooperative experience.
2. It provides a usefulness toward student initiative.
3. It provides opportunity for students to assume responsibility.
4. It affords a usefulness toward an appreciation and an interest in the activities of others.

Presentation

VII. The assembly brought about a feeling of school unity.

1. Made every pupil and teacher, whether a participant or not, feel a part of the total school life.
2. Students and teachers felt a responsibility for a successful assembly.
3. Through its integration in curricular activities it was felt to be a product of school work.

VIII. The assembly was entertaining and interesting.

1. Provided for a variety of action which interests students of that age.
2. The theme and plot was of general interest to all.

IX. The assembly provided opportunity to develop habits and attitudes of a good audience.

1. Members of the audience were well mannered and attentive.
2. The audience being aware beforehand of the general plot had an appreciative view of the program.
3. The audience had an understanding of the proper use of showing their appreciation.

X. The assembly gave opportunity to gain a broader knowledge and understanding of life.

1. It gave opportunity for the audience to appreciate other forms of entertainment.
2. The theme and action presented factual and cultural knowledge.
3. It seeks to give opportunity to gain values of human understanding.

XI. There is proper evaluation of the student assembly program.

1. Evaluation is continuous.
2. It provides for the replanning of the assembly program when found to be ineffective.
3. Pupils, as well as faculty, participate in the evaluation.

School Activities

The school should make a conscious and sincere effort to effect some transfer from student council activities over into the area of citizenship training.

The Student Council Trains for Effective Citizenship

IT SEEMS CLEAR that the understandings and skills involved in the practice of democratic citizenship cannot be acquired from books alone. The school itself must become a laboratory in government, where boys and girls can learn democracy by practicing it. Since freedom and responsibility should be inseparable, students must have daily experience in the assumption of responsibility and in discharging it successfully.¹

One of the most commonly-cited objectives of the student council is to train students in the fundamentals of good citizenship. I have said this, I have written it, and I believe it. Without doubt, the eminent educators who wrote the preceding paragraph also believe it. I believe that active, intelligent participation in student council activities gives students a real opportunity to perform a vital, civic service; an opportunity to do now, while in school, those things which a good citizen is regularly called upon to do, and does. I believe that if we actually learn to do by doing, then a student can learn how to be a good citizen by *being* a good citizen.

However, the same authors say, further along in their excellent book, "As a plan for civic training through civic participation, the student council has not been notably successful. Through minimum scholarship plans, we have often limited participation in the council to those fortunate students who can be trusted, as evidenced by their marks in our classes. In some schools, candidates for the council are first screened by the faculty. In a few schools, the faculty actually does the nominating. Perhaps even more serious is the degree to which participation tends to be limited to the elected representatives rather than extended to every student in the school. The youngest, poorest, least articulate, and least influential student in the entire high school should firmly believe, with all of his fellows, that he may present an idea which will affect the whole

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school through its transmission to the floor of the student council. Actually, as a result of our typically extracurricular elective base, little time is ever spent on school-wide discussion and group decisions at the constituent level. The identity of the council members is seldom remembered by the average student. He feels little concern about their decisions, or the reasons which prompted them—for they are not *his* decisions, *his* reasons.²

These are severe criticisms but undoubtedly true and certainly deserved. Many of us have been so delighted for an opportunity to work with "the cream" of the student body that we have tended to forget that the student council is not and never should be a super-group of only the outstanding students in school—exclusive, aloof, and self-centered. The student council is for everybody in the school, including of course, the fine students mentioned above but also including "the youngest, poorest, least articulate, and least influential students in the high school." The student council should include the poor student, the unsocial and the anti-social, the one who is habitually late, the one who gives the teachers the most trouble, and the one who, according to a friend of mine, "can't pass the wastebasket around the room without getting lost."

It may be that the student council will be much easier to work with, much less fuss and bother, and its work may get done much faster and much better if we are highly selective in determining who is "good enough" to sit on the student council. If we screen the candidates ever so carefully to make certain that no one, except those who have proved they are capable and willing to work, is ever even nominated to

¹ Edgar G. Johnston and Roland C. Faunce, *Student Activities in the Secondary School* (The Ronald Press, New York, \$4.50), page 29.

² *Ibid.*, pages 37-38.

office, we may secure a hard-working council. But it is doubtful that it will have much effect on the life of the school.

We fail to realize or we forget that the student council is for everybody and that every bona fide student enrolled in the school must feel that he can run for office if he wants to and can serve if he is elected. If we severely limit and restrict membership on the council to the elite, then we may well expect more severe criticism by those in a position to know, as are Drs. Johnston and Faunce.

Even though I work with student councils all year long, in every state, and have unbounded faith in the student participation idea, I am occasionally disturbed by the knowledge that in some schools the council is not an effective organization. As I drive to work in the morning, I occasionally pick up a student hitchhiker on his way to school and generally ask him about his school and if the school has a council. Shocking though it may be, the reply is often, "I don't know." Or if he does know, he doesn't know who the president is or what activities the council carried on during the year. I presume that this situation can be duplicated in thousands of communities in all the states: many students simply do not know if they have a council; or if they know this, they don't know who is in charge; or if they happen to know this, they don't know what the council does.

I have often wondered what would happen if the student council in any school, anywhere, should give every student a slip of paper and ask him to list on it the answers to a few of the questions such as I have mentioned. I am inclined to think that many councils might be shocked to discover that, insofar as the general student body is concerned, there is no student council. How effectively is the student council training for good citizenship under such conditions?

Well, then, what to do? There are many citizenship *possibilities* in the work of the student council. Numerous authors have listed many activities in which the general student body and the members of the council themselves may engage which can and often do give excellent citizenship training; which provide students with the opportunity to do those things which a good citizen is called upon to do. For example, citizenship training activities for the entire student

body include:

1. Learning to share the responsibilities of a democracy.
2. Developing a proper attitude toward law and order and toward duly-constituted authority.
3. Living democracy—not just reading about it.
4. Evaluating candidates and their platforms.
5. Taking part in election campaigns.
6. Voting.
7. Presenting issues to elected representatives.
8. Serving on a student council committee.
9. Discussing election issues.
10. Developing an awareness of conditions which need changing.
11. Learning to abide by decisions of majority.

Some examples of desirable citizenship training practices for students who run for and may have been elected to office:

1. Being a candidate for office.
2. Mapping out an election campaign.
3. Taking a definite stand on school issues and defending that stand.
4. Taking part in orderly meetings, using good parliamentary procedure.
5. Learning how to conduct a meeting.
6. Learning to listen to arguments of others.
7. Serving on committees.
8. Drafting legislation.
9. Receiving matters from constituency; referring matters to them.
10. Meeting with school and civic officials.
11. Learning to speak in public.
12. Developing a sense of civic awareness or social consciousness.
13. Voting on matters brought to council and defending his vote.
14. Learning something about practical politics.

These are some of the activities in which the general student body and the elected members of the student council may engage which will help, it is hoped, to give them an idea of citizenship responsibilities and privileges. There is no guarantee that every student in school will participate; there is no guarantee that everyone who does participate will become a good citizen.

Obviously, the council has failed to make much of an impression on the students of many schools.

Good citizenship does not just happen; the school must make a conscious effort to effect some transfer from student council activities over into the area of citizenship training. It takes work to make the council "idea" permeate the entire school—to make the council a true laboratory of citizenship, to provide opportunities for students—all students—to do something for their school every day they come to school. The student should feel that the school is a better place that day because he came there; that he is a better person—a better citizen—because he went to school that day. Everything a student does ought, somehow, to contribute to his civic competency. According to the criticisms leveled at the council, this does not always happen.

The student council can be a real and an effective force in the preparation of good citizens but it will have to change its ways. The council will have to admit all students of all ages, characteristics, abilities, attitudes, social standing, and with all kinds of records. The rest of us will have to admit faith in the democratic process; we must concede that we don't have to stand at our students' elbows and whisper in their ears telling them how to vote; we don't have to write in all kinds of safeguards to make certain that only the select, the elite, can serve on the council; in fact, we will simply have to admit that if the student council is to teach the principles of good citizenship, we will have to operate the council along more democratic lines.

It is difficult, if not impossible, to recommend a sure-fire plan for every school, but as a starter it might be wise for a school in which the council does not measure up to all we have a right to expect from it to conduct a student opinion poll. The students should be asked a few simple questions such as

What ought to be the main purpose of the student council in this school?

What activities do you think the student council in this school ought to sponsor or promote?

What changes would you like to see made in the organization or program of the student council in this school?

Would you like to volunteer to serve on a student council committee? If so, which one?

There are many others which could and should be asked, each school determining for itself what questions are needed in order to secure the necessary information. But whatever the questions, one fact stands out in bold relief: The student council as organized in many schools, is not an effective training for active, intelligent citizenship as it might be. An important first step in remedying the situation will be an understanding and an acceptance of the words in the opening paragraph, "The school itself must become a laboratory in government, where boys and girls can learn democracy by practicing it." It is desirable; it is possible; but it is not easy.

Division of editorial duties for the yearbook provides training for additional students and divides the responsibilities as well as honors.

Six Editors for the Yearbook

SEPTEMBER IS HERE. Yearbook advisers have been thinking about the staff organization of their yearbooks since early last spring. In some schools the editorial staff of the yearbook is no longer built around the traditional editor-in-chief. One of the most recent procedures is to set up an editorial board, which meets during a regular class period.

The purpose is several fold. The duties of the editor is divided among six students so that the working load during the school year will not

ELIZABETH WHITE PARKS
Glenbrook High School
Glenview-Northbrook, Illinois

be too heavy for any one of them. Spreading the various activities of the editor gives a greater educational value to the publishing of the book. More than one student learns.

There is also a human relations element, which does not always develop on every yearbook staff, but frequently does. The work of the six students is dependent upon the work of one

another, so there is no editor to become egotistical and take a domineering attitude that causes no end of trouble for everybody. More than one person is taught dependability and responsibility.

Each student has about an equal amount of work to do. The editorial board or staff is composed of a dummy editor, art editor, individual picture editor, picture editor, copy editor, layout editor, and the photographer.

The duties of the *dummy editor*, who should have two or three assistants, should be to lay out the master, the photography, the pasteup, and the printer's dummy. He should secure graph paper from the printer; read all of the instructions that he can find on dummy making; decide on the number of pages and number each page; decide on the width of the margin lines and pencil in the margin lines with red or blue pencil; with his assistants decide upon the theme; determine the number of pages to be allotted to each section of the book, determine the amount of white space needed for each page; draw in the pictures by shading and give the length and width of each; designate the space to be used for type copy and for headlines; meet with the adviser at regular periods, at least three days a week, and with the photographer, art instructor, art editor, and adviser, at least once a week until final decisions have been reached concerning the theme. When the pictures and galley proof are returned from the printer, he will paste the final dummy. At all times he should be prepared to answer questions of the photographer and copy editor in regard to how much space is to be used.

Art Editor. The art editor should work with the dummy editor in determining the theme. He should make a rough sketch of each drawing for the pages on which art work is to appear. He should be responsible for the opening pages, the fly leaves, and the division pages. The deadline for all art work should be November 1.

Individual picture editor. The duties of the individual picture editor is to plan with the class sponsors or counselors the time for the scheduling of all individual pictures; obtain the alphabetical lists of the classes and set the time for each individual picture to be taken. The individual picture editor should have one assistant from each home room to serve on his staff. All faculty and class individual pictures should be taken by October 1.

Picture editor. The duties of the picture editor will be to arrange for the taking of all pictures excepting individual and faculty individual pictures. He cooperates and counsels with the club or activity sponsor to determine the date of picture scheduling; notifies the photographer and keeps the picture schedule on the bulletin board up-to-date. Group pictures are to be taken on the date set, frequently along with other groups. A complete schedule for all organizations, home rooms, clubs, and activities may be scheduled in one day. The picture editor will need two assistants for lineup in formal group pictures and two assistants for taking of the names. The copy editor should have the help of at least one assistant at all times and should have several on his staff.

Copy editor. As each picture is taken, the copy editor will arrange for the deadline for the print to come into his possession. The copy editor upon receiving the print should determine from the master dummy the amount of copy needed, write or arrange for the write-up, which should fit the space. This should be read carefully for errors and correct spelling. Any number of editors may be assigned to assist the copy editor. For senior write-ups there may be a student from each homeroom, who handles all of the write-ups for his homeroom. The write-ups are typed up for the copy notebook in which all copy will be filed until it is needed. Copy should be completed within ten days after the picture has been taken.

Layout editor. The layout editor takes over the pictures and the newly typed copy as soon as the copy editor has completed his task of identification and write-up. He begins checking both copy and pictures with the master dummy, which is the blueprint of the yearbook. He crops the pictures, determines if both copy and picture fits, labels them, and prepares the final recording of them for mailing to the printer.

The student photographer. The student photographer should take the pictures that have been assigned to him, develop the negatives, and make the prints to fit the required size of the layout. The procedure with student photography depends upon the use of a club or a class for this activity of the yearbook.

There remains the business staff, which depends largely upon the traditional plan in each school of financing the yearbook.

"The sense of values involved in promoting an intersectional, post-season contest for high schools is out. Boys are more important than 'bowls'."

Bowls or Boys?

AN EDITORIAL BY THE NAME "BOWLS OR BOYS" recently appeared in the *Providence, Rhode Island Journal*. It called attention to basketball fixers who have gone to jail for corrupting young victims and to mass dismissals for violation of West Point's traditional honor system. All this is due to over-emphasis which is turning games between young people into mass spectacles which disproportionately glorify youth's natural competitive instinct and instill young minds with a worship of success which is spelled with a dollar sign.

A healthy reaction had occurred in many places but not apparently in one Rhode Island high school, said the editor. The football team had been invited to a bowl game in Florida and town boosters were busy trying to raise seven thousand dollars to supplement the three thousand dollar guarantee which went with the bid. Town figures were talking of the honor to the community of having its youth represented in a national classic, but nobody had stopped to consider what such a high-pressure affair would mean to the forty adolescent students who would be taken out of classes and transported hundreds of miles at heavy expense to contest before thirty thousand spectators.

Three bodies, the town school committee, the state school body, and a national high school athletic federation, had to approve before the deal could go through. Two of these bodies had policies disapproving such contests and the editor, contrary to most, did not want them to be waived. He took the very sensible view that sports have a legitimate place and serve a proper function in our educational system and in our national life. He said, "But, the sense of values involved in promoting an intersectional, post-season contest between high school teams is simply cockeyed. Boys are more important than 'bowls'."

Interscholastic athletics is an integral part of a broad program of physical education for all students. It should not exist for the amusement and entertainment of the public, to advertise the school or community, or for any commercial

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purpose. The sole purpose is to provide educational experiences for the participants; otherwise, the use of tax funds in acquiring and maintaining facilities cannot be justified.

Schools should emphasize the development of leisure skills, interests, and appreciations by all students. Over-emphasis on winning and participation in all star and bowl games encourages teachers to neglect the novice and concentrate on talented students until skills comparable to professionals have been developed.

As part of a sound educational program, athletics should be taught and coached by certified physical education teachers as one of the many desirable activities which are school sponsored, school controlled, and school financed. Play should be limited to local leagues of nearby teams similar in size and educational philosophy and practice. Play should be on school-owned or controlled facilities and under official rules developed by competent people with the amateur, educational point of view. Conditions which safeguard the health and safety of participants, such as medical supervision, are imperative. Athletic contests should be played by bona fide students who are making normal progress toward graduation. They should be conducted in a friendly, wholesome atmosphere which furthers concepts of fair play, good sportsmanship, courtesy to officials, and to opposing players and spectators.

Evaluation should be in terms of educational outcomes rather than gate receipts or games won and lost. When winning can mean the difference in a coach or principal keeping or losing a job, when violations of rules and regulations seem justified to insure victory, and players are elevated to false pedestals, we have lost sight of broad educational aims and are overshadowed and dominated by athletics.

The State Board of Education in North Carolina recently adopted rules and regulations for the conduct of interscholastic athletics which applied to every school in the state. One of

these regulations prohibited spring football practice. Last spring several parents and students of neighboring schools inquired as to why a certain school was being allowed to practice and play an intra-squad football game. When a letter was written to the county superintendent of schools and the principal of the high school concerned asking for a complete investigation and report, the superintendent, principal, coach, and the county attorney came to see state school authorities. The coach and the attorney tried to argue that violation of the regulation was justified because the school was recently consolidated and contained only rural boys who had played football for only a short time.

Sports and games can inspire youth to develop organic power and fitness to serve them well in peace and in war. The danger usually comes with the scent of a championship. There is no wrong in winning, but there is danger in disregard for rules, regulations, and ethics.

The principal is the chief education officer of his school, and as such, he is concerned with everything that school personnel take part in as officials of the school. Thus, the responsibility for interscholastic athletics as part of a sound school program is his. He can and should delegate duties and authority, but he cannot delegate responsibilities.

School officials should take a positive position on the rôle of athletic competition in the school program. Any practice that fails to make a positive contribution to desired educational outcomes must not be allowed to exist.

Post-season games, bowl games, and most tournaments are difficult to justify in terms of educational outcomes. They tend to lead to over-emphasis, to a biased sense of values, and to ultimate exploitation of school-boy athletes. There is tremendous physical, mental, and emotional strain involved, and the season is unduly prolonged to provide few, if any, educational experiences that are not available during the regular season.

The purpose of most bowl games is not primarily educational, but is entertainment of the public, raising money, or commercialization. Two examples will serve to illustrate the point.

When the State Board of Education was in the process of formulating the rules and regulations mentioned earlier in this article relative to the spring practice incident, it held hearings

for all people interested in the proposed regulations pro or con.

One of the regulations proposed to ban bowl games and to the hearings came the chief of police, the city attorney, and a great delegation of civic leaders from one of the largest towns in the state. They were opposed to the ban on bowl games because they sponsored one. The chief of police defended the bowl game as of great educational value, a great civic and social asset to the town, and besides the profits went to such a worthy cause, support of the police officers' retirement fund! Legal action was threatened if the State Board of Education adopted such a regulation. Fortunately, the State Board stood its ground, secure in its convictions as to what was best for the schools, and the regulations were passed.

The other example concerns a bowl game in the same state which is held in a town whose chief industry is the manufacture of one product. The bowl game was named for this product. Not much was heard from this bowl until the recent Legislature convened when a bill was introduced to permit the bowl game to be continued. The lawmakers of the state held little sympathy with such a request and quickly killed the bill.

Post-season and bowl games usually provide greater glory to a select few to the detriment of many. They are time-consuming and create prolonged interference with the overall school program. Many administrative difficulties arise from the necessary arrangements and readjustments of normal school routine. As noted above, these games are too often prompted by ulterior and selfish motives. The same is true of most contests sponsored by agencies other than public schools.

Pressure can be built up from fans, alumni, press, and radio until a principal is overwhelmed unless he has clearly defined guiding principles which have been based upon sound educational philosophy, reflectively arrived at before the heat of a bowl bid or championship fever is applied. All too often, coaches, players, and players' parents have adopted the philosophy that winning the game is the important consideration in school athletics.

Schools and colleges should educate, not entertain. Value judgments are sadly distorted when leaders see the outcomes of school contests

reflecting on the business standing of the community. Such thinking puts the emphasis on championships and not on participation. This is the professional attitude and puts schools in the entertainment business. Bowl games reflect this attitude perfectly because they are purely commercial in character.

The athletic program of the school should develop an appreciation for health, fitness, and sportsmanship. The school physical education program, and athletics is part of this program, should develop normal physical fitness and a variety of useful recreation skills.

The football player may be physically illiter-

ate if he has been subject to championship pressure to the extent that he has learned no other activities. He needs skills in individual and dual sports which carry over into after-school life. He needs to develop desirable attitudes toward wholesome recreation. He needs emotional stability and social adjustment which come from a comprehensive physical education program.

These skills, interests, and qualities rarely come to the player who has been excused from all other physical education because he was a varsity player. "Boys are more important than bowls," to quote the Providence editor.

The suggested topics for debate for students for the next school year should promote much interest and study and develop constructive thinking.

"Elect the President by the Direct Vote of the People"

ALTHOUGH THE TITLE OF THIS ARTICLE calls for the election of the President of the United States by the direct vote of the people, this topic may or may not be the official title of the national high school debate topic for the coming year. In fact, we do not know at the present time just how the debate topic will be worded for the final contest debates. Again this year the new type of debate question is being used. The plan was started last year and has been continued. Under this plan the debate season will be divided into two periods. During the first semester, debates will be held on the general topic of "How Should We Select the President of the United States." Early in January a specific debate topic will be selected to be used during the remaining part of the debate season.

Although we cannot say at this time just what the final debate question will be, we do know that it will be one of the three following topics:

"RESOLVED: That the President of the United States Should Be Elected by a Direct Vote of the People."

"RESOLVED: That the Electoral Vote of Each of the States Should Be Cast in Proportion to its Popular Vote."

"RESOLVED: That the President of the

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United States Should Be Elected by the Congress."

Since we do know the three topics from which the final selection will be made, we will present three articles in SCHOOL ACTIVITIES MAGAZINE pointing out the strengths and weaknesses of each topic. This article will deal with the proposal that the President of the United States should be elected by the direct vote of the people.

During most of the first semester the high school debaters of the nation will be debating and discussing the three questions listed above. Then with the beginning of next year the final question will be selected and from then on all high school debaters will have an opportunity to discuss the specific topic.

In this article we will discuss the question:

RESOLVED: That the President of the United States Should Be Elected by a Direct Vote of the People.

In order to give the debater an idea of the possibilities of this debate question we will include a definition of the terms of this specific question.

"THE PRESIDENT": By the term "the President" we mean the chief executive officer of the government of the United States. The qualifications for election, duties and tenure, and the oath of office are all provided for by the Constitution. Throughout the years this office has assumed greater powers and significance until today many people feel that it is the most powerful office in the world.

"THE UNITED STATES": The federal government of the United States is referred to by this term. When the states formed the federal government they kept certain powers to themselves and surrendered other powers to the federal government. The right to elect a President for all of the States of the United States has been granted by the various provisions of the Constitution.

"SHOULD": The term "should" implies that the affirmative must advocate the abandonment of the electoral college system of electing our Presidents and that in its place we should elect all Presidents in the future by a direct vote of the people. The affirmative must show that the adoption of the system of direct elections of the President is either desirable or necessary or both at this time. It is *not* necessary for the affirmative to prove that their plan will actually be adopted. If they can prove that their proposed change should be made, they will win their case.

"BE ELECTED BY THE DIRECT VOTE OF THE PEOPLE": All of the words in this phrase must be included in making any definition of the terms of this debate question. "Be elected" refers to the way the President gets his office. Today our Presidents are elected by 531 electors representing the various States. One elector is given each state for each Senator and each Representative of that State. Thus the people of the States do not vote for a President, but rather for electors who cast the final ballots that count in electing a President.

The term "direct vote" will be subject to some quibbling in this debate. It is possible that some teams may claim that if the electoral college is abandoned and each State is allowed the same number of electoral votes that it now has, but these votes are cast in direct proportion to the division of popular votes, that this will be election by the "direct vote of the people." We do not believe that such an interpretation can

be used in this debate.

The dictionary definition of direct is—"leading by the shortest way to a point or end; or straightforward, not swerving." With this definition of the word direct we can see that any system that provides for the indirect election of the President by changing the popular vote of the people into electoral votes (really indirect votes) does not meet the terms of this debate question.

When the question calls for the "direct vote of the people" it is certain that it means that each individual citizen will be allowed to vote for his particular choice for President. This will mean that no matter where a person lives his vote will have just as much power in determining who shall be the next President as the vote of any other citizen. The names of the candidates will be placed on a ballot and all voters will be allowed to mark their choice. Such a plan makes it almost inconceivable that each election will not result in a clear choice since it would be very improbable that a tie would develop when as many as 50 million votes are cast.

The qualifying term "of the people" leaves no room for doubt about the way in which the President is to be elected under the proposal of the affirmative. If any plan is proposed calling for proportional representation of the popular vote of the people of a State in the election of the President, it is not a direct vote. Such a proposal may be a reform in the system of electing the President that has some merit, but it is not the plan that the affirmative is bound to defend by the wording of this question.

While the question does not state it directly, it is implied that when the affirmative proposal is adopted that all States will have the same qualifications for voters who cast their votes for the President.

This problem of establishing uniform voting requirements in all of the states will be a very important one for the affirmative to defend. Today both Indiana and California are contemplating making a reduction in the age of voters. If each vote is to be equal in each state it will be necessary to have uniform laws regarding the right to vote. It will not only be necessary to have uniform age limits on voting, but it will be necessary to have all other restrictions on voting uniform in all sections of the country.

Affirmative Arguments

In this section we will include a number of the more important arguments that are apparent today in favor of a direct election of the President of the United States. The arguments will be italicized and a discussion of these arguments will follow immediately.

The electoral college system does not work as it was originally intended to work when created by the founding fathers. It was not an easy task for the framers of the Constitution to arrive at a method of electing the President. Remember that these men lived in a time when we had no railroads, no telephones, no radio, no telegraph, and no television. One section of the nation was far removed from another. In addition a large percentage of the people could not read and so they had little knowledge of the abilities of Presidential candidates who lived in other sections or States. It was thought best to entrust the election of the President to electors who were to be elected by the State legislatures and who were then to meet and cast their ballots for the best candidate.

The founding fathers ever failed to reckon with the possibility that we might establish political parties. They thought that we would have electors to meet and deliberate and then cast their vote for the man who would serve the country best as President. The plan worked very well in the two elections of Washington, since he was the unanimous choice of all electors. It started to break down in 1796, however, when Adams and Jefferson received almost the same number of electoral votes. In that year political parties had not yet been officially organized, but in the election of 1800 we had definite political parties. In that year the electors cast their ballots strictly according to party lines, and Jefferson defeated Adams. From that day on we have had very few cases in which electors acted as independent voters and cast their votes for the man they felt was best qualified to hold the office.

In an early election the popular choice of the people in a State was Andrew Jackson. When the elector exercised his prerogative and voted for another man one of his constituents had this to say in a newspaper: "I chose you to act and not to think." This is an indication that at this early date it was felt that electors were bound to cast their electoral votes in accordance with

the will of the people and not in accordance with their own thinking in the event of a difference of opinion.

Since 1800 the number of electors who have failed to follow the dictates of the people in casting their electoral votes can be counted on the fingers of your two hands. No longer does the electoral college have any value in exercising the right to think when casting the electoral ballot. The elector is bound by tradition and political pressure to vote for the candidate of the party that elected him an elector.

The electoral college system allows a candidate to win the Presidency even though he does not have a majority of the popular votes. One of the greatest evils and dangers of the electoral college system of electing the President is that it presents the possibility that the candidate winning the election may not be the popular choice of the people. This is not merely a possibility, it has actually happened on three occasions. In 1824 Andrew Jackson was the choice of more people than John Quincy Adams. In this election we had four major candidates, and when the electoral votes were counted no one candidate had a clear majority of the votes. When this happens the election must be determined by the House of Representatives. In the House of Representatives Adams was elected even though Jackson had more popular votes. In this election the will of the people was defeated.

In the election of 1876 Tilden, the Democrat candidate, had 250,000 more popular votes than Hayes. Because of the peculiarities of the electoral college, however, Hayes was finally declared to be the winner. In the election of 1888 Cleveland had 95,000 more votes than Benjamin Harrison, but again the electoral college worked in its peculiar way and Harrison was the winner. It is possible in any close election for the candidate who is finally selected as President to have fewer votes than his chief opponent.

Not only have we had these three cases in which the winner did not have a majority of the popular votes, in addition in recent years we have had two very near misses. In the election of 1916 a switch of 2,100 votes in California from Woodrow Wilson to Charles Evans Hughes would have given Hughes enough electoral votes to have won the election. This would have happened in spite of the fact that Wilson had a

clear majority of over 800,000 popular votes. Again in 1948 a shift of not more than 30,000 popular votes in Ohio, Illinois, and California would have made Thomas Dewey the President instead of Harry Truman. Here again Truman had a clear majority of the popular votes of over two million. If this had happened we can be certain that the people would have demanded that we take immediate steps to eliminate the electoral college.

The present system of electing the President makes it expedient to select candidates from the more populous states. If you have any doubt about the statement that in order to become President a candidate must come from the more populous states, look at the lineup of Presidential candidates since 1900. Almost without exception you will find that they have come from the states east of the Mississippi and north of the Ohio rivers. The reason that we have had so many of our candidates from these States lies in the way the electoral college works. With the present system, we will always have our candidates from the larger, more populous states.

With the present system of allowing all of the electoral votes of a State to go to the candidate that wins the largest number of popular votes, we will always have our candidates coming from the more populous doubtful areas. This is true because neither party wishes to run the risk of losing the electoral votes of these large States simply because they do not have a candidate from one of these States. Politicians realize that it is not always the man who has the largest number of popular votes who will win the election. They know that it is a hard political fact that they must win in a number of these doubtful States if they are to win the election. They know that it is almost impossible in an election between two major candidates to win the election without winning New York State. This being the case it is usually the practice of one or both major parties to select their candidates from New York. It has even reached the point where being the governor of New York is the best single prerequisite for becoming a candidate for the Presidency.

It helps a candidate more toward getting into the White House to win New York than to win in the ten least populous States. Illinois is worth more than the seven least populous States. So long as this condition exists, we will

have our Presidential candidates from the large doubtful States.

The electoral college system maintains the one-party system that has developed in the South. It is the electoral college and no other political scheme that has forced the one-party system on the South. Since this area is strongly Democrat in its thinking and voting, there is little effort in the national campaigns of either party to win votes in the South. The Democrats do not campaign since it is a well-known fact that these States will go Democratic in each election year with the exception of a very few landslide elections. The Republicans do not even campaign because they know that the possibility of their winning enough popular votes to win the electoral votes is a remote possibility.

If the plan of electing the President by a direct vote of the people is adopted, all of this will be immediately changed. The Democrats will be forced to campaign in an attempt to keep their present high percentage of voters. The Republicans will make every effort to win some of the popular votes of the South. Since a vote in Georgia will be of as much value as one in New Hampshire, the Republicans will put forth an effort to win votes in the South. Campaign speeches will be delivered by the Republicans in the South. A larger part of the campaign budget will be spent in these now unfertile areas. They will immediately become fertile areas since there will be a chance to win votes that will actually count in the election.

If we can get rid of the one-party system of the South, we will have done something important to make democracy actually work in all areas.

Under the unit vote system by which the winning party gets all of the electoral votes, minority groups in crucial States demand great concessions from both parties. Today, under the electoral college system, it is really alarming to see the great concessions that minority groups are able to demand and get from the major political parties. In the last election, the party platforms of both parties included platforms regarding the nation of Israel that were forced by the demands of minority groups. If a party refuses to include such planks they will lose these minority votes. If they lose the votes of the minority groups in large numbers, they may

lose a crucial State like New York or Illinois and thus lose the election.

States like New York, Michigan, and Illinois now have such a large Negro vote that it is essential for a party to gain the votes of the Negroes in order to win the State in a close election. This fact has forced the Democrats to include Fair Employment Practices planks in their platform in order to win in the crucial States. The inclusion of these planks caused the Dixiecrat revolt in 1948 and also caused the Republicans to win several States in 1952. The inclusion of these bids for the votes of the minority groups has disrupted the Democrat party very much during recent years.

If we adopt the system of allowing the President to be elected by the direct vote of the people, there will be no need to include bids for the votes of the minority groups unless these bids are really wanted by the rank and file of the party members. The evil of losing the crucial States by a close margin will be eliminated.

Negative Arguments

It must be remembered that even though the arguments that have been presented in favor of electing the President of the United States by a direct vote of the people may appear to be convincing, that we have arguments against the proposal that are equally potent. Some negative arguments will be given below.

The present plan of electing the President of the United States is really not as bad as the affirmative debaters would have you believe. It is easy to criticize any system of government and to make superficial statements showing how the plan can be improved by the adoption of a cure-all. The affirmative cure-all is the system of electing the President of the United States by the direct vote of the people. This may appear to be a fine solution, until we look at some of the problems that it will cause.

The first problem is that it will eliminate the State as a unit in the election of the President. It will cause the entire State of Nevada to become no more important in the national election than the city of Peoria, Illinois. Akron, Ohio will have the same voice in electing the President as Wyoming. In other words, this plan of the affirmative will put the election of the President

in the hands of the eight or ten most populous States.

Now let us see if the electoral college plan is really as bad as the affirmative would have you believe. Since 1824 this electoral college system has never failed to elect a President. An election has not been thrown into the House of Representatives in 128 years. Now let us look at the two elections in which the winner had a few less popular votes than the defeated candidate. In 1876, it was not the electoral college that defeated Tilden. It was the interpretation of who actually won the electoral votes in four States. When this controversy arose an Electoral Commission had to be created to determine who should get the electoral votes of these four States. A dispute of this type could have arisen under any system of electing the President.

In the election of 1888 a strange situation did arise and Harrison won over Cleveland even though Cleveland had a plurality of 95,000 popular votes. Even in this election, the Republicans won control of Congress and so it seems that the sentiment of the people was Republican at that time.

We feel that the electoral college system of electing the President has worked very well in the past, and that it would be foolish to abandon it at this time in favor of the direct election of the President.

If we adopt the plan of electing the President by the direct vote of the people it will be necessary to adopt uniform voting qualifications in all States. When the Constitution was adopted one of the wise provisions was that some powers should be given to the federal government and some should be retained by the States. One of the powers retained by the States is the right to determine who shall have the right to vote. It is this State right that enabled Georgia to give the right to vote to 18-year-olds. Thus, under the present system, a youth of 18 in Georgia can vote for President while voters in all other States must be 21 years of age. It is true that California and Indiana are making attempts to lower the voting age, but in both cases it is a State matter and not a federal action.

Now let us see what would happen if the plan of direct elections is adopted. It is unthinkable that we should allow 18-year-olds to vote in Georgia under this plan, and require young people to be 21 in other States. Such an arrange-

ment would be unfair since it would give Georgia a disproportionate power in electing the President. The only way that this could be remedied would be to force the States to surrender their power to determine who shall vote in their national elections. This would be just another step toward the concentration of power in Washington, a move that has already made too much headway in this country.

The adoption of the plan of direct election of the President would give too much power to the Democratic Party. Although the election of Eisenhower might seem to indicate that the Republican Party is the dominant one in the United States, it is generally conceded that the Democrats have more total voting power than the Republicans. Politicians have figured that a Democrat candidate today must have 52 per cent of the popular vote in order to be certain of election in an election that has only two major candidates. They have also stated that a Republican can win and still have only 48 per cent of the popular votes. This statement seems to be borne out by actual facts since in the two elections in which the winner had fewer popular votes than the loser the winning candidate was a Republican.

Now let us see what the adoption of this plan would do in most elections. It would make the Democrats much stronger since they need merely to gain 50 per cent plus of the popular votes in order to win. This within itself would be a great incentive in the election. More important, the Democrats could influence more of the people of the South to vote. In 1944 only 6 per cent of the voters of South Carolina went to the polls. Since those who did vote in South Carolina were 96 per cent Democratic, we can see that the adoption of the system of electing the President by a direct vote would greatly encourage voting in the South. The important thing to remember is that the Democrats would gain by this action.

We can see a real danger to our present two-party system in the adoption of this affirmative proposal. Since this plan would make the Democrats almost unbeatable, it would tend to wreck the Republican Party.

The plan of electing the President of the United States by a direct vote of the people cannot be ratified. Since it is necessary to change

the Constitution in order to elect the President by the direct vote of the people, we are up against the practical problem of whether this change can be made. We feel that it is not wise to argue this question on a purely academic basis. If the system cannot be adopted then it should not be adopted.

You may ask why we state that this plan cannot be adopted. We say this because we honestly do not feel that 36 States will ratify such an amendment. In the first place we have 13 States in what is known as the Solid South. These States are determined to retain their right to determine who shall and who shall not vote. They are rabid in their desire to control the Negro vote in their respective States. They are willing for the other States to allow whomever they wish to vote, but they also want to control their voting. If the plan of the affirmative is adopted, then uniform voting requirements must be adopted. Not only must these regulations be uniform as to age, but they must be uniform in all other ways. It is practically certain that the Solid South will not accept this proposal even if the other States do accept it.

This plan will also have the opposition of other States. When it becomes generally known that the plan will work definitely to the benefit of the Democrats we doubt if such Republican States as Kansas, Nebraska, Maine, and Vermont will favor the plan. It is our honest opinion that the plan just cannot be adopted.

The system of electing the President by direct election will harm the small States. The small States have been jealous of their power not only in the Constitutional Convention, but they have guarded their rights throughout our entire history. Small States like Delaware, Rhode Island, and Nevada know that they can never rival the large States in population. With each census they see their power dwindle, and there is little that can be done about it.

Under the electoral college system, they have a certain number of electoral votes that cannot be taken away from them. We know that Delaware would not like to have a system of electing the President that would reduce its relative strength to that of the city of Memphis, Tennessee. These small States would resent the adoption of such a plan because it would relegate them to political unimportance.

Publishing a school newspaper can offer the real life situations which educators maintain are so important to today's teaching and training.

A Functional High School Journalism Program

THE STUDENT who is trained to think in the journalistic process today matures into the responsible citizen of tomorrow. In order to meet the exacting standards which a good high school newspaper requires, the student must develop the ability to select and to weigh the facts and issues which confront him as a reporter or editor. He must evaluate the daily events in his high school world, assigning space where importance warrants length and cutting material which in his judgment does not merit as much attention from his readers.

The student is placed between the demands of his customers, the student body, his publisher, the faculty adviser (and indirectly the school administration)—he must steer a middle ground in order to serve the interests of both groups, which should be to produce a better school for the students.

This constant selection and rejection process sharpens the critical faculties of this student and makes for an adult who is able to discriminate in his reading and listening between the truths and the half-truths, the statesman-like argument and the political harangue, the honest advertisement and the flashy patter which abounds in our advertising media.

Let us observe the feature editor as he considers some typical high school items. The reporter has handed in this story for the "Pet Peeve" column of the next issue.

John Peters, 10-D: "My pet peeve is the chow hound in the cafeteria who elbows his way through the line every day, splashing my soup on my ice cream. I like my chocolate straight!"

Mary Smathers, 12-F: "My pet peeve is Miss Grouchy, my English IV teacher."

Jim Kimball, 11-A: "My pet peeve is the heaver who hogs the ball at our basketball games. Doesn't he ever think of passing off once in a while?"

At first glance the editor sees that the first and third items are humorous, that they aim at the correction of *student* faults, and that they hurt no individual. While the second of these

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items might draw a laugh in some quarters, it will certainly not bring laughter to the lips of Miss Grouchy. Nor is there any certainty that the attack is well-founded. Perhaps Mary is the class pest and is merely venting her wrath through the pages of the school paper. The simple act of running through these lines with a blue pencil has made a more alert person out of the student editor. He has once more been through the process of selection and rejection which is so much a part of the democratic system.

If we as educators agree that training in journalism is a valuable part of the school curriculum, it behooves us to take the necessary action to set up and maintain a program which will encourage these processes which we value so highly. Money, equipment, faculty assistance, a place in the curriculum, and above all, understanding from the faculty and the administration, are the prime requisites of a good high school journalism program. Given these basic requirements, the beneficial results will follow.

The Faculty Adviser

Equipment and facilities alone will not make a journalism program. A guiding spirit must be provided to coordinate the students into what amounts to a big business enterprise on a small scale, the school paper. The faculty adviser must build the staff into a cohesive force which is ready to get down to the business at hand with enterprise and with a pride in their achievement. Even with the benefits of a full time journalism course there will be many sessions which will last long after school is out as the deadline approaches.

The staff must be willing to put up many extra hours of free time. Often while their chums are enjoying a leisurely lunch hour, staff members will be munching a sandwich with one hand and rewriting stories with the other. The build-

ing and maintenance of the proper spirit is the business of the adviser.

In too many instances the paper is kicked around among the new teachers, passing from year to year into the hands of teachers who know little about journalism—and care less. After putting in their several years of hard labor, they pass the hot potato on to the next victim.

The selection of an adviser should be made with the deliberation that often goes into the choosing of the football coach in many schools. The adviser must first of all *want* to put out the paper. His training need not be extensive but experience on the college paper would seem to be a requisite for the appointment. He must be alert to the problems of the school and to the problems of newspaper production. He must believe that the paper is a vital part of the school program.

The Journalism Curriculum

A four year English program is standard in most of the high schools in the United States. Certain large schools are able to offer not only this basic program but also suitable English electives, such as public speaking, dramatics, and creative writing. Other schools, with smaller enrollments, may compromise by offering electives in lieu of the regular required courses. The journalism course can fit into such an arrangement.

The educator may ask himself whether the student who spends five periods a week for a year in writing material which will be published and read by his fellow students, in correcting the writing of other students so that it will appear in the paper in correct grammatical form and in an interesting manner, will gain as much as the student who writes themes for the sake of writing themes and who studies formal grammar in order to pass the college board examinations.

While it is granted that some English classes are not as sterile as the above example, it must be recognized that they are not set up to provide the incentives and techniques of correct reading and writing to the extent that the journalism course is able to provide these essentials. If this argument is sound, then a place in the high school curriculum will be found despite the problems of scheduling and room space which beset present day school administrators.

As an honorable part of the school curriculum, the course should not be the dumping

ground for students seeking an "easy" five points. Journalism is a specialized course and the prospective student must show both an interest and some ability to meet the demands of the course. Care must be taken to offer it at a time when students will be able to take it. If only one class of a college requirement is offered, it is folly to schedule journalism at this time.

It should also be recognized that this is a laboratory subject whose equipment, ink, paper, and printing facilities, cost money, just as the chemicals in the chemistry lab must be purchased anew each year. If the typing class needs typewriters, it should be apparent that the lifeblood of the newspaper is the typewriter and these must be provided in sufficient quantities to turn out the volumes of copy which pile up on deadline day.

Students today are a perceptive group. Their eyes are wide open and they tend to adjust their values to the things they see. If the school newspaper program is the school orphan, they will be only too acutely aware of this fact and will value the paper accordingly.

Where Does the Money Come From?

Nine issues of the school newspaper may be produced for about nine hundred dollars. When the cost of photography and cuts is tacked on, along with other miscellaneous items, the figure may run to a budget of twelve hundred dollars. These figures leave out such items as newspaper conferences, press association fees, and optional equipment such as a horseshoe desk, a make-up board, etc. Where is all of this money to come from?

An enlightened board of education might look at the situation in this way. It is agreed that every student should be provided with a copy of the newspaper as a part of his high school life and education. Giving him the paper free may defeat the purpose because what one gets for nothing is often undervalued. The solution is to keep the price down to a token figure of perhaps thirty-five cents per semester. This will bring in only a small share of the cost of production. A vigorous advertising staff might bring in a sizeable amount which will still fall short of the needed funds. The students having done their share, the board might dip into its treasury and provide the rest of the money.

A realistic attitude will force many school newspaper staffs to face the fact that if the thousand dollars is to be raised, they will have to raise it, for boards of education are not convinced that what goes on in the production of the newspaper is as important as what goes on in the regular English classes.

The start of the fund raising campaign should be with the students. Since funds must be in the treasury when the printing bills come in, the subscription system is superior to the sale of individual copies. In a school of seven hundred students, perhaps five hundred dollars could be raised from the sale of subscriptions at a price which most students could afford.

The campaign must be heartily backed by homeroom teachers and the administration or the plan is doomed to failure. The campaign should start at a school assembly where a skit of some sort may start the ball rolling. Perhaps the high school principal may be induced to purchase the first subscription in front of the entire student body.

This opening gun must be followed up with a vigorous drive on the homeroom level with the homeroom teachers playing an active part. Care

must be taken not to put pressure on the individual student who may not have the funds. If possible, provision should be made for these few to work off the price for a local merchant. A town service club may offer some valuable assistance.

The advertising staff will have to be the backbone of the independently financed newspaper. A class in advertising sales and ad writing might use this staff as an outlet for practical experience with class credit being given. By subtracting the total estimated cost of the paper from the amount raised by subscription, the deficit, which is to be made up by advertising, will be found. In this case let us suppose the deficit to be six hundred dollars. A four-page, five-column sheet may carry about fifty inches per issue. On this basis the price per ad will have to be about \$1.50 per column inch.

From these figures it will be seen that the paper is indeed a big business on a small scale. It is able to provide most of the experiences of business to both the writing staff and the business staff. The newspaper can offer the real life situations which we in education maintain are so important to today's teaching.

"People seem to believe that the story of Cinderella is a fairy tale. But, if they had ever seen a shy, scrawny freshman enter a school, jumping at every noise, afraid of his own shadow, then to emerge a senior, walking straight and tall, his head held high, confidence in every step, he would be sure that this transformation must surely be magic—magic created by the magic wand of the guidance hour. The first touch of the wand came when I, as a freshman, learned that I was not alone in my troubles."

Group Guidance and the Home Room Activity Hour

SENIORS WERE RECENTLY ASKED to evaluate the group guidance in the Home Room Activity Hour at Tolleston School, Gary, Indiana, and turn in unsigned reports.

One anonymous senior, recognizing that the main objective of group guidance and the Home Room Activity hour is personal adjustment, said: (See quotation above.)

In September, 1949, the Home Room Activity hour was introduced at Tolleston School by Principal James W. Standley. He believed this activity-group guidance hour would foster greater individual growth and provide opportunities

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Tolleston School
Gary, Indiana

for life adjustment. Through student-led group discussions with their peers the students would practice leadership and develop social conscience. Through participation in activities of their own choosing they would develop initiative and self-direction. The past four years have proved his vision sound and have made this hour a regular and integral part of the school day.

The Home Room Activity period, extending

from 2:20 to 3:15 daily, is the last hour of the school day. It provides a daily ten minute period for announcements, a group guidance meeting once each week, and an opportunity for students to attend three activities of their own choice each week. Each student remains in the home room one day a week to study.

All students in high school are assigned to a home room and receive the same credit for this hour as for one spent in woodshop or gym, or any special. Students are grouped in home rooms according to grade levels, and, for the most part, remain in the same home room with the same teacher for four years.

At the beginning of each school year the students organize and elect a home room chairman, vice-chairman, and a secretary-treasurer. The time served by these officers varies in different home rooms from one grading period to one semester or to one year. Officers elected to serve all year are a Student Council representative, a class representative, and two members of the Tolleston Booster Club.

During the first ten minutes of the H.R.A. hour the secretary, or some one designated by the chairman, reads the daily bulletin. The announcements, varying from routine notices to items of human interest, foster intelligent school spirit. Students know what is going on in their school. For example, one bulletin gives the seniors information about meeting with a college representative, reminds them to complete their plans for a week-end trip to Pokagon State Park, urges them to make final plans for the senior banquet, and sets up a schedule for their trip through the Sheet and Tin Mill. The Girls' Athletic Association has two announcements—a notice about the Council Meeting and a notice about the soft ball game between the freshmen and sophomores. And freshmen learn that they will see a movie, "Engineering," during the guidance hour. Names of fourteen boys who are excused to have baseball pictures taken for the yearbook are listed on this same bulletin.

Through the daily bulletin lost-and-found articles are located. Clubs and classes publish the schedules for their committee meetings. Speakers and movies for group guidance are announced in advance. The guidance counselor notifies the student body that some part-time jobs are available.

The sophomores learn of the death of Jane's father and that contributions for flowers will be

received through the home room. Or, the freshmen are reminded that Carol, ill and confined to her home for several weeks, would enjoy receiving letters and cards. When a Tolleston student, Pat or Dorothy or Florence, is to appear on television, the students know in advance when and where to tune in. When Linda and Joe receive scholarships or Theodora wins an oratorical contest, their names appear on the daily bulletin.

If a student chooses to do so, he may go to three activities each week. The activities are many and varied. Crafts, metal shop, wood shop, and Art Club satisfy the urge to make something. The Latin Club and Spanish Club hold their committee meetings and plan for night parties. Band groups, I to V, and Boys' Chorus vie with the Radio Club, Dramatic Club, and Debate Club. Other active groups are a Foods Club, Home Economics Club, Modern Miss, Kamera Klickers, Girls' Rifle Team, Science Club, Library Club, and Girls' Club.

The Student Council meets twice each week and the home room chairmen meet once each month with the guidance counselor. Class officers sometimes call committee meetings. Speakers for small groups are scheduled by the counselor; a college representative or prospective employer will meet with interested seniors. This 2:20 hour enables the school to provide an enriched program without disrupting classes.

Some students use the activity hour to explore subjects for which they do not have room on their regular schedule. Girls go to crafts and boys belong to the Home Ec Club. Others participate in activities which are continuation of their daily programs. The Girls' Athletic Association provides games and dancing. Athletes have an extra session of baseball, basketball, or football. Band members get some extra music hours. And club meetings are incorporated with in the school day.

The flexible activity hour permits a student to determine for himself where he will spend one hour of his school day. And he may explore a subject or club without being assigned to it for a fixed period of time. No student is forced to participate in an activity, but he is encouraged to do so. This hour makes it possible for a student who is employed after school to participate in extracurricular activities. And it causes some students to decide which activities they value most since they cannot belong to all.

One day each week is reserved for group guidance. On Monday all freshmen and sophomores remain in their home rooms to discuss topics of common interest. Group guidance for juniors and seniors comes on Wednesday. Two days are used so that the activities can be planned to better advantage and all school facilities used. During the guidance hour the group, led by a student chairman, discusses common problems—school problems, career plans, and social and civic problems. Since a member of their own group leads the discussion, students are more free to ask questions, challenge a statement, or voice an opinion.

One of the seniors said:

"Taking part in the discussion and asking questions helped me solve many of the problems that disturbed me."

The home room teacher is the master in the background who works with the chairman planning for the weekly discussion. She can suggest techniques and devices—skits, dramatizations, debates, and panel discussions—that will vary and enrich the guidance hour. On guidance day she supports the chairman but does not monopolize the discussion nor attempt to impose her opinions upon the group. At times she contributes an interesting or practical illustration.

Once each month the guidance counselor meets with the home room chairmen—freshman chairmen one week, sophomores the next, and the juniors and seniors in turn. At these meetings ideas are exchanged, suggestions are made for improving procedures, and the particular areas of guidance to be discussed are considered.

The guidance counselor is responsible for preparing the guidance booklet containing a tentative outline of each year's work, study sheets for each area of guidance to be presented, suggestions for the chairmen, and bibliographies.

Study sheets are modified by the chairman and home room teacher to meet the needs of their particular groups, and they change as teachers and students suggest topics they wish added or discarded. Committees of students work with the counselor preparing study sheets. One group of sophomores prepared a study sheet "Dating." Another group worked on "School Spirit." Girls helped the counselor plan "Banquet-etiquette" and interested juniors compiled do's and don'ts for "Prom-etiquette."

These study sheets, planned by the students

and counselor, and bibliographies, prepared by the school librarian, are typed and mimeographed by commercial students. Then the mimeographed copies of the study sheets—one for each student—are distributed by the counselor to all home rooms and are used as the chairmen and teachers see fit.

In the ninth grade the emphasis is on orientation. The general topics are "Getting Acquainted," "How to Study and How to Take Tests," "Grades, Class Rank, and School Records," "Getting Along with People," "Manners," "Values of High School," "Vocational Value of High School Subjects," and "Four-Year Plans."

Topics favored by the tenth grade are "Growing Up Physically, Socially, and Mentally," "Dating," "Forming Opinions," "Character," "Reputation," "Feelings and Emotions," "Working Part-Time," and "Vocational Plans Reviewed."

The juniors spend several weeks on "Self-appraisal, Interests, Abilities, Social Competency, Personal Goals, Character, Personality, and Emotional Maturity." Other topics are "Use of Leisure Time," "Surveying Fields of Work," "Career Plans," "Should You Go to College?," "Special Schools," "Family Living and Marriage," "Dating—Going Steady," "Prom-etiquette," and "Narcotics."

Seniors continue self-appraisal with "Identifying Personal Goals," "Self-analysis as a means of achieving Personal Goals—Personality, Knowledge, Skills, and Aptitudes, Record of Achievement and Financial Status." They are ready to consider seriously their careers and training needed after graduation. "Holding a Job" and "Keeping a Job" are discussed. "Marriage" and "Managing Money" are timely since some of the senior girls are already flaunting their engagement rings. The discussions on "Attitudes in Future Life—Social Life, Religious Attitude, Family Responsibility, and Active Citizenship" are supplemented by movies and guest speakers.

Once each month all freshman homerooms meet in the auditorium to see movies. All sophomores meet on another Monday to see movies complementing and supplementing their group discussions. Likewise, the juniors meet one Wednesday each month for a movie or guest speaker, and the seniors meet on another Wednesday.

To determine which movies and speakers will be secured four committees—Freshman Ad-

visory, Sophomore Advisory, Junior Advisory, and Senior Advisory—are appointed by the principal. On each committee are home room teachers and students. The principal, guidance counselor, and audio-visual coordinator serve on all committees.

Before the committees meet, the counselor and audio-visual coordinator have prepared tentative lists of available movies and speakers. By consulting with groups who have already seen the movies or have heard the speakers, less effective ones are eliminated.

After the selections are made, the counselor contacts the speakers, prepares notices for the home room bulletin, briefs class officers on introducing speakers, and with the audio-visual coordinator makes the necessary arrangements for scheduling speakers and movies.

Additional speakers are suggested as the year goes on. Last year a junior group secured an excellent speaker on narcotics from the police department. The senior Advisory Committee is aided in selecting speakers by the questionnaires indicating types of speakers seniors wish to hear. These are filled out at the beginning of the school year.

In the senior evaluation previously mentioned, the consensus was that skits and debates were very effective in the freshman and sophomore homerooms and panel discussions and inter-room visits were especially good in the junior and senior home rooms. They felt that both movies and guest speakers had been helpful. They recommended that the practice of having movies and guest consultants for freshmen and sophomores and both movies and outside speakers for juniors and seniors be continued.

Teachers and students voted the following movies outstanding:

Ninth Grade—"Shy Guy," "School Activities and You," "High School, Your Challenge," "How to Be Well Groomed," and "Finding Your Life Work."

Tenth Grade—"Act Your Age," "Dating, Do's and Dont's," "Snap Out Of It," "Are You Popular?," and "Good Eating Habits."

Eleventh Grade—"Control Your Emotions," "Chance Date," "Improve Your Personality," "Benefits of Looking Ahead," "Choosing Your Occupation," and "Junior Prom."

Twelfth Grade—"University of Miami,"

"Princeton University," "Does It Matter What You Think?," "Finding the Right Job," "Your Family Budget," "Choosing for Happiness," and "Are You Ready for Marriage?"

Guest speakers were local business and professional people and representatives from universities, technical schools, and hospitals. Some spoke to small groups of interested students. Other guests, introduced by the class presidents, spoke to the class assemblies. Topics ranged from a minister's inspirational speech, "While They Live," to practical advice about applying for a job given by representatives from the Indiana Employment Security Division.

A Tolleston alumnus, manager of the branch bank, told the seniors about opportunities in banking. And a training director from Youngstown Sheet and Tube Mill described available jobs and the apprenticeship training program. Speakers, like movies, vary from year to year to meet the changing needs and interests.

Upperclassmen often act as guest consultants for the freshman and sophomore groups. When the freshmen were discussing good grooming, two junior girls went to each home room and helped the chairman. One home room teacher was amused to hear the guest consultant take the freshmen to task for using too much make-up.

Each home room has both boys and girls, but on particular occasions, like the one above, boys from one home room visit with boys in another while girls visit girls. Inter-room visitation is encouraged.

Before the Junior Prom older girls each year visit the home room and help discuss "Prom-ettequette." Council members, senior girls, always act as guest consultants in the freshman and sophomore home rooms preceding the annual G.A.A. banquet. They use the mimeographed material on banquet-etiquette as guide sheets.

The underclassmen are thrilled to have the guest consultants and the upperclassmen take these appearances seriously and are proud of their parts in the guidance program.

What are the advantages of group guidance within the activity hour? It has made the entire school guidance-minded. Home room teachers, activity teachers, librarians, nurse, welfare worker, guidance counselor, and administrators hold faculty meetings and work-shop sessions as in-service training.

Students are guidance-minded too. They work with their teachers to make the guidance hour a student-planned, student-led, and student-evaluated program.

It focuses collective judgment on common problems which can be dealt with economically in groups. And while dealing with educational, vocational, and social problems common to his group, John exchanges ideas with his peers. Movies, film strips, and guest speakers sensitize him to his own problems and suggest possible courses of action.

Group guidance supplements and supports individual counseling. It encourages students to go to the guidance counselor for personal help. It stimulates teacher referrals. Upperclassmen

also make referrals or sometimes bring other students to the guidance office.

The home room hour provides a time and place for planned, continuous group guidance from the ninth through the twelfth grade. Here like-groups can discuss topics of interest, see movies, or hear speakers without disturbing classes. Here students can grow in leadership, in initiative, and in self-direction.

And students like this hour—their hour. At a recent luncheon at which the school entertained local business men, a student speaker, a senior and class leader, concluded his speech by thanking the school for making it possible for him and his classmates to have experienced four years of group guidance.

Many popular songs have originated during various wars in which the United States has participated—probably the only good thing about wars.

A Program for Armistice Day

The stage curtains are to be closed as the students seat themselves for an Armistice Day assembly program. The entire assembly is then to be darkened (remaining in darkness during the entire program) with the exception of spotlights which are to be focused on a rectangular memorial located in front of curtains on right side of stage bearing the inscription, HERE RESTS IN HONORED GLORY AN AMERICAN SOLDIER KNOWN BUT TO GOD. This memorial may be constructed out of heavy white cardboard in the likeness of the memorial erected in honor of the Unknown Soldier buried at Arlington Cemetery. The inscription should be printed in bold black letters in order that the entire audience will be able to read it with ease.

“Taps” are to be played over the “mike” behind curtains on right stage near memorial while the audience reads the inscription. At the conclusion of “Taps,” the student announcer, who is to use the “mike” back right stage during the entire program, begins his introduction and explanation of how the songs of the various wars were written.

After he concludes his introduction to each song, or group of songs, the spotlights are to be switched from the memorial to center stage where the curtains are to be opened just wide enough to

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reveal a large wooden frame in which one soldier from each of the five American wars will be depicted. While each tableau is being displayed, a back stage chorus of mixed voices will sing (over the “mike”) the particular war song, or group of songs described by the announcer. At the conclusion of the singing the curtains will close and the spotlights will again be turned on the memorial. The announcer will then continue with his introduction to the next song or group of songs; thus allowing time for the following tableau to be prepared.

ANNOUNCER: “Today in observance of Armistice Day, we dedicate our program to the commemoration of the Unknown American Soldier. And so in tribute, we shall present a series of musical tableaux in honor of the Unknown Soldier of each of the various American wars.

“Wartime has always inspired music. During each war, songs embodying some typical sentiment of the time come into existence. Some of these songs attract little attention and fade into obscurity; others become widely known and claim a place among popular national songs.

When the Revolutionary War began, the colonists had no national hymn.

"We are told that during the French and Indian War, a Dr. Richard Shackburg, in a spirit of derision, gave to the poorly clad and awkward colonial soldiers the words and music of "Yankee Doodle," telling them it was a fine martial tune. When they played it, the British were greatly amused. Instead of taking offense, however, the "Yankees" adopted the song, and later marched to victory against the British at Lexington to this much ridiculed tune. Little is known of the history of the tune or of the origin of its name. No doubt it is several hundred years old, for it has long been sung as a vintage song in southern France; as a harvest song in Holland; as a dance song in the Pyrenees, and as a nursery song during the reign of Charles I in England.

"The word "Yankee" is sometimes given as an Indian corruption of the word "English," or as has been said, it was a contemptuous term applied to the Puritans. "Doodle," according to the dictionaries, means a trifling or simple fellow. The words which were applied to this tune by the colonists were little more than meaningless doggerel, and are little known now. It is not the lofty sentiment of the words, but the catchy, rollicking tune and the sacred associations, which give this song its place among our national songs."

TABLEAU: Revolutionary War Soldier.

SONG: "Yankee Doodle," first three verses.

ANNOUNCER: "Francis Scott Key, who wrote America's national song, 'The Star Spangled Banner,' composed these verses during the bombardment of Fort McHenry, Baltimore, in the War of 1812. Key, a young lawyer, sought the release of an American doctor, who had been captured by the English. With a flag of truce he went out to one of the English vessels; however as an attack on Fort McHenry had been planned, Key was detained a prisoner over night. During the bombardment, he watched with interest to see if the American forts were resisting the attack, and when morning dawned and he saw the Stars and Stripes still waving in triumph, he was filled with joy. Key wrote the first stanza during the night, using as his music a song which the English officers were singing called 'To Anacreon in Heaven.' He finished his song when he reached Baltimore, and it was immediately published in *The Baltimore American*, September

21, 1814. The great success of the song was unprecedented, and it remains the accepted National Anthem of America."

TABLEAU: Soldier of the War of 1812.

SONG: "Star-Spangled Banner," first and third verses.

ANNOUNCER: "At no period of the world's history did any one country produce so many great patriotic songs as did America during the four years of the Civil War. Curiously enough the song 'Dixie Land,' or 'Dixie,' as it is generally called, which was the most popular song during the Civil War, was written by a northerner, Dan Emmett of Ohio. Emmett was a member of the Bryant Minstrel Troupe which was a popular group of entertainers in the days before the war. He wrote 'Dixie Land' originally as a 'walk around' for the troupe to sing and dance as the ending of their program.

"Since the North gave the South its best Civil War tune, it seems only fair that the South should have given the North its best song in the air of 'John Brown's Body,' which soon became our great American hymn, 'The Battle Hymn of the Republic.' The song is said to have been written by William Steffe, a popular writer of Sunday School hymns, who lived in Charleston, South Carolina. The words were 'Say brother, will you meet us, Say brother, will you meet us,' etc. This hymn became popular with both the whites and the Negroes, and even made its way north to a Massachusetts camp where it was sung with the words, 'John Brown's Body Lies a Mouldering in the Grave.' In December, 1861, Mrs. Julia Ward Howe, the Boston poetess, heard the men singing this song in camp. Someone suggested that it seemed too bad that such a good American tune had no dignified words, and urged Mrs. Howe to write some verses for the air. So the 'Battle Hymn of the Republic' was given to the world.

"'When Johnny Comes Marching Home Again,' which was the 'Over There' of the Civil War days, was written by the old band leader, Patrick Gilmore, who wrote his songs under the name of 'Louis Lombard.' He wrote this song to be played when the boys came home, but it also became popular for use when they marched away."

TABLEAU: Civil War Soldier.

SONGS: "Dixie," first verse; "Battle Hymn of the Republic," first verse; "When Johnny

Comes Marching Home," first verse.

ANNOUNCER: "World War I also gave us numerous songs. George M. Cohan took the catchy phrase, 'Over There,' fitted it to some notes from an old bugle march and produced the outstanding war song of the day. It was not only popular with the American soldiers, but with the French as well, for we are told that during the early part of America's participation in the war, the French sang 'Ovair Zair' with much gusto. This famous bugle tune sold for \$25,000 and is said to have played a great part in helping America win the war.

"Although the song, 'The Long Long Trail' is not a patriotic song, it became associated through circumstance with the war songs of World War I, and soon became a favorite of the troops. Although there were many parodies to this tune, the original words were written by Stoddard King; the music by Zo Elliott.

"The stammering song of 'K-K-K-Katy' also

was a great favorite with the American troops during World War I, and like many of the catchy tunes it also had many parodies. It was written by Geoffrey O'Hara."

TABLEAU: World War I Soldier.

SONGS: "Over There," verse and chorus; "The Long, Long Trail," verse and chorus; "K-K-K-Katy," verse and chorus.

ANNOUNCER: "The most popular song of World War II was 'God Bless America' which was composed by Irving Berlin during World War I to be used as the finale in a war benefit program. For some unknown reason, however, it was taken off the program and laid aside for many years. Upon its revival it has swept the country and has earned a place among our popular national songs. Since the words are familiar to all of you, we would like you to join our chorus in the singing of 'God Bless America.'"

TABLEAU: World War II Soldier.

SONG: "God Bless America."

A functional activities program gives the curriculum a greater degree of flexibility and develops proper leadership, cooperation, ideals, and proper use of leisure time.

Current Trends in Administration of Student Activities

A NEW PHILOSOPHY concerning the place of student activities in the total school program has evolved during the past few years. This fact may be illustrated by examples of terms which are or have been used to designate this area of pupil experience. These terms range from the older "extracurricular" through the more recent "cocurricular" to the widespread acceptance of "student activities" today. But has the changed philosophy affected actual practice? In other words, to what extent does the practice of schools conform to the newer theories which have been set up as guide lines for developing programs of student activities?

Recently the writer served as chairman of a committee in a questionnaire study of student activities in selected high schools of the nation. It was hoped that such a study would provide data which could be used to some extent in arriving at answers to the two questions listed above.

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University of Corpus Christi
Corpus Christi, Texas*

The committee divided the nation into four geographic regions—North, South, East, and West—and selected an equal number of schools from each region on the basis of size of town or city—one hundred thirty schools being chosen in all. Approximately three-fourths of the schools responded. Areas of the subject covered in the study were: (1) Implementation of student activities programs, (2) the home room, (3) the student council, (4) clubs, organizations, and publications, and (5) the health and recreation program. As the returned questionnaires indicated almost perfect correlation between size of town and size of school, the later index was used in treatment of data.

Implementation of the Program. Probably

the most significant information revealed by the study concerning methods of implementation of the program is the widespread use of the activity period. In 70 per cent of the schools an activity period of somewhere between thirty to sixty minutes is used as the core around which provision of time is made for all activities. Schools are in common agreement in the practice of combining school-after-school time in supplementing the activity period.

The one outstanding problem confronting the schools of this study is that of obtaining capable sponsors for all activities. This might be interpreted to suggest that more emphasis should be given this phase of preparation both in pre-service and inservice education. Only a few schools follow the practice of granting extra pay for additional duties performed. In most of these cases extra pay is given only to sponsors of the school yearbook and to directors of recreation and athletic programs.

Contrary to opinions of many leaders in the field concerning the efficacy of the practice, only one-fourth of the schools use an activity ticket in helping finance the program. In these schools the activity fee ranges from forty cents to seven dollars with three dollars and sixty cents being the average fee charged. However, most schools do have sound systems of providing, spending, and accounting for funds. Many schools provide funds through the budget for all expenses. Other schools combine both budgetary and extra-budgetary means in financing activities. Although there is little uniformity of practice among the schools as to who has the responsibility for authorizing expenditure of funds, most schools do have a specific person to whom this responsibility is delegated. The more common practice is for authorization to be made by the school sponsor of student activities; by the sponsor of each activity or some member such as treasurer; or by the administration—usually the school principal. Auditing of records is usually done by a certified public accountant or by the school office.

It was found that many schools place restrictions on participation in activities. The restrictions listed in most cases were (1) arbitrarily stating the number of activities in which students are permitted to engage, (2) limiting participation by scheduling several activities for the same hour, and (3) limitations based on grade point

averages of students. Data on over-all student participation as reported by the schools seem to minimize the necessity of imposing restrictions. Less than one-half of the schools showed as much as 75 per cent student participation, while one-third have less than 50 per cent participation.

Administrators stated that the program of student activities sponsored by their schools adheres to purposes of development of cooperation, use of leisure time, guidance, development of ideals, and preparation for adult life. Approximately one-half of the schools say that attempts are made—usually by the principal and sponsors—to evaluate the effectiveness with which these purposes are carried out. In a number of schools which make evaluation, no follow-up is made to apply results of appraisal.

The Home Room. The home room seems to have become a characteristic part of the school organization. Of the few schools of the study not having home rooms several stated that plans were being made to organize one. As a general rule the home room meets five times a week with ten to forty-five minute periods being allowed for each meeting. Although the most prevalent practice favors selection of home room membership by classes—alphabetically or otherwise—there is no complete agreement. Some schools choose members by interest or ability of students, by curriculum, by activity groups, or by class period and courses. A few schools select home room membership on the basis of instructors, each home room being composed of students who are taking some class work with the sponsor of the home room in which they are placed.

Guidance and administration were the purposes most often quoted for home room, though a large number of schools gave orientation and social growth of students as additional objectives. Two factors were evident which would make it extremely difficult to realize the guidance function. These were the short periods for meetings previously mentioned and the absence of student records in the home room. It was found that one-third of the schools allow no more than fifteen minutes for home room meetings and almost one-half have no records available.

Administrative practice follows the general pattern of appointing teachers to various home rooms. However, in a small number of instances, teachers may request appointment to specific rooms, or students are permitted to request spon-

sors of their choice. In a majority of the schools, sponsors remain with their groups for a period of one year, but there seemed to be a trend toward permitting the sponsor to remain with the same group until graduation.

Special difficulties concerning the operation of home rooms were, in order of importance, (1) lack of sufficient number of sponsors with adequate training for home room duties, (2) heavy teaching load of the sponsor, (3) sponsors not having enough help in planning programs, and (4) the difficulty of meeting varied interests and needs of students.

Student Councils. Ninety per cent of the schools have student council organizations, those schools not having a council being among those with school populations not exceeding 500 students. It is customary for council members to be chosen by student ballot, with only a small number of schools requiring faculty approval. The home room is used in a majority of schools as the basic unit for determining council representation. Representation by class is the method used by a smaller per cent and a few schools allow representation on the basis of student organizations.

Most of the councils meet weekly for forty-five to sixty minutes. An innovation reported was that of daily meetings of the council. In those instances, however, it was indicated that business is discussed during the first part of the period and the remainder of the time is used for supervised study. Such a plan would make it necessary for arrangement of all administrative details to be such that time, place, and other related factors will contribute to the educational value of time spent in supervised study after business of the council is finished.

Among the purposes given for student councils were leadership, school spirit, cooperation, group responsibility, and civic and social growth. A primary duty of the council in many of the schools is the direction of the student activities program itself. Other duties listed were to provide advice and counsel to the administration and to serve as an agent in school-community relations. Only a comparatively small number of schools use the council as a disciplinary body.

Clubs, Assemblies, and Publications. The following list of clubs or organizations are found in at least 50 per cent of the schools of the study.

Athletic	Music
Drama	Photo
Homemaking	Press
Honor	Science
Journalism	Spanish

Clubs or organizations found in a large number but less than a majority of schools are:

Art	Literary
Biology	Quill and Scroll
Business	Radio
Four-H	Y-Teen
Future Farmers	

Faculty and students work together to determine the organizations which will function. Definite time is provided within the schedule for meeting of each club. Questions as to requirement and limitation on participation revealed that schools are evenly divided in the matter of limitation while a very small per cent make membership in at least one organization mandatory.

Data showed that the school assembly is still a regularly scheduled part of the school program. As a general rule it is held once a week and the most popular types of programs are those involving the use of the band, glee club, plays, and debates. As was true with clubs, most schools combine the efforts of students and faculty in selecting programs.

The most popular student publications found were the school paper and yearbook. Other publications found less frequently but with an evident degree of popularity were the handbook and student directory. A few schools reported other publications such as an agriculture handbook, Spanish newspaper, poetry publication, and school magazine. As a general rule publications are financed by a combination of advertisement and student subscriptions.

About two-thirds of the schools have an organized recreation program as distinguished from the competitive athletic program. A smaller but still a surprisingly large and encouraging number of schools have a separate health department. Supervision of the recreation program is done either by members of the physical education department or by classroom teachers, the smaller schools particularly using classroom teachers for this duty.

Although more schools use school-after-school time for recreational activities than any other method, there is by no means uniformity of practice. A considerable number use either reg-

ular school periods or after school time exclusively. Not included in this number are those who use the activity or lunch period, or have a night schedule of activities. About half the schools give from 45 to 60 minutes for the program each day, while quite a few have no definite time allotment. Activities are planned by cooperation of both faculty and students. A majority of schools provide a year-round program of recreational activities.

The percentage of the student body participating in interscholastic activities is closely related to size of school. Only 9 per cent had more than half of their students who take part in some phase of the program. In interscholastic sports for boys, football, basketball, and track are found in most of the schools, with tennis and baseball being a close second in popularity. These are followed by volleyball and swimming. Basketball, tennis, and volleyball were the most frequently found competitive sport for girls. Some few schools offer track and golf. Twenty-four per cent provide no interscholastic activity for girls, and an additional ten per cent have only one sport.

Important Conclusions. One of the more outstanding points of encouragement growing out of the study is the fine job that many schools are doing today in pursuing such objectives as development of leadership, cooperation, and ideals, and use of leisure time. One practice indicative of this is the opportunity given students for planning and directing various phases of the activities program. The soundness of the program is another feature worthy of commendation, especially in matters pertaining to variety of activities and methods used in accounting for funds. The use of an activity period also helps give the program a greater degree of flexibility.

There are several areas in which there may be some need for improvement. Probably the most important of these is the need for more teachers who have the necessary preparation for duties as sponsors.

The guidance function of the home room seems to be neglected in many instances. This weakness is inherent in the short period of time allowed in many schools for home room meetings. The final suggestion for improvement concerns the number and nature of restrictions

placed on student participation in various activities. This might indicate that we have not gone all the way yet in our acceptance of the newer philosophy as to the place of student activities in the over-all school program. However, enough is shown to prove that schools are making rapid progress in the right direction.

What You Need

A BOOKLET FOR YOUTH LEADERS

The Junior Town Meeting League has published an excellent book entitled "Pattern and Techniques." Its purpose is to develop an interest in discussion techniques and current affairs among youth groups—both in and out of school.

Leaders and specialists in discussion techniques met in a special workshop to prepare the booklet. They have combined many years of experience in conducting discussion programs—describing the details of the panel, symposium, interview, and forum techniques.

Single copies of "Youth Discussion, Patterns and Techniques" may be secured, without charge, from Junior Town Meeting League, 400 South Front Street, Columbus 15, Ohio.

BLUE BOOK OF 16MM FILMS

More than 1,000 new entries appear in the 1953 edition of the *Blue Book of 16mm Films*. This year's revision includes nearly 7,500 educational film listings, data on titles, length of films, and sources. Published by The Educational Screen, 64 E. Lake Street, Chicago 1, Illinois, price \$2.00.

THREE IN ONE

"Charters of Freedom," including the Declaration of Independence, The Constitution, and the Bill of Rights, has been published by the General Services Administration of the National Archives and Records Service. For the first time, readable facsimiles of these three great documents have been included in one publication. The accompanying text gives briefly the historical background of the documents.

"Charters of Freedom" can be purchased at the National Archives or ordered by mail. The price per copy is twenty-five cents or twenty cents in quantities of 500 or more. Checks or money orders should be made payable to the Treasurer of the United States and sent to the National Archives, Washington 25, D.C.—N. M. School Revue

ASSEMBLY PROGRAMS

for October

Activities intensify as students adjust to new schedules and environment. Football, every Friday, calls for rallies and short pep assemblies. Carnivals, fiestas, and parties keep everyone busy. Red Feather month calls for contribution of time and money to Community Chest Drives.

October brings specific organization of varied activities. For illustration, Enid High School offers nearly eleven hundred students a choice of dramatics, forensics, music, art, journalism, printing, trade woodwork, mechanics, athletics, and library. In addition to various club organizations, in Latin, Spanish, Science, and Mathematics, there is an efficient, hard-working student council under the direction of Miss Ruth Moore.

In summary, the fundamental fact remains that the effectiveness of the school program is determined by the principal's policy and personality. The principal provides the incentives, formulates the code of ethics, and inspires educational growth for pupils and faculty. Therefore, he needs loyalty and respect from everyone.

Organizing the Assembly Schedule

Organize implies arrangement of work delegated to persons cooperating to attain a specific goal. Procedures differ according to size, locality, and facilities. Some principals appoint faculty committees in the spring. Others organize in the fall. The ideal faculty guidance committee is composed of a teacher from the following departments: speech, music, art, journalism, and sponsor of the student council.

The speech teacher acts as chairman. As director of the equipment stage and dramatic programs, this teacher, assisted by the pupil committee, can aid sponsors in presenting assemblies. The best characteristic of this person is the ability to delegate authority and to get effective cooperation. This is difficult to attain if the teacher is over-loaded. If the school has no full time speech teacher, the principal sometimes is chairman or the English teacher is given the responsibility.

Art teachers assist in printing signs, painting scenery and properties. The journalism teacher works with the students on publicity.

At the first faculty meeting, the committee is appointed when other faculty committees are named. Sometimes, committees are placed on faculty bulletins. Later in the week, the prin-

UNA LEE VOIGT
Enid High School
Enid, Oklahoma

cipal calls for a committee meeting. A plan of action results.

The principal states the time, length, and day of the week, for the assembly. His decisions are based on knowledge of what is best for the school.

The first and last hours of the day present the greatest problems to directors. The first hour causes "ennui" and apathy toward the program and school work. Discipline problems sometimes flare up in classrooms; nobody wants to work.

When the assembly is scheduled at the end of the day, the audience wants amusement and entertainment. The average listener thinks, "Let's get this thing over, so we can go home." However, there are exceptions and a regular scheduled assembly following the second or fourth period on Wednesday or Thursday presents less problems and gains wholesome audience response.

According to some authorities, mankind wants protection, possessions, social acceptance, and sensory stimulus. Aristotle's Rhetoric lists seven elements of happiness. He includes friends, high birth, wealth, long life. In order to secure superior results these "springs of action" must be used by speakers, and directors. This philosophy makes it imperative that different types of programs be presented and the purpose of each kept clearly in mind.

Several types include:

1. Pep Assemblies
2. Problem-solving discussions and programs
3. Special guest speakers
4. Informational programs
5. Entertainment
6. Special Day Observances
7. Rally or Special Drive Programs

After the committee has inaugurated the procedure, the principal briefly outlines the plan to the faculty and introduces the chairman. A tentative calendar of dates is set up. All special day programs are listed. The chairman then contacts the teachers or department heads for presentation preferences. Sponsors of organizations who desire an assembly date are consulted.

In addition to presenting the formal openings,

the student council conducts a survey on hobbies of students and teachers. A special talent committee keeps on file the names of students who are willing to perform.

After the assembly calendar is planned, revised, and okayed by the principal, a mimeographed copy of the schedule is given to every teacher. This plan minimizes errors, ignorance of date, and conflicts.

Solving Lighting Problems

Lighting is important in all assemblies. The audience wishes to see not only what goes on but each individual wants to observe facial expressions. This is the fundamental purpose for lighting.

Lights are used to create artistic effects, to uphold the psychology of the program, to show the time of day, and to brighten or subdue colors.

Footlights, strip, border, flood, bunch, and spotlights are common equipment in most auditoriums. Footlights are not used as much as a decade ago. Some directors claim footlights cause a glare, a flat unnaturalness in facial expressions, and distracting shadows. Unless all faces can be lighted, it is best to use footlights with dimmers.

However, an energetic director can make spotlights by using a bright tin funnel and a high powered light bulb. A gallon tin can also can be used. Slides can be made from tin and cellophane. Boys exhibit skill and pleasure when making lighting equipment.

Color charts are found in speech text-books. Amber gives sunlight, blue moonlight. Art students can help too.

SPOTLIGHT ASSEMBLY

Student Council and Clubs

Suggested Scripture—II Timothy 2:1-15

A spotlight assembly with a theme, "Teenagers on Parade," has adaptable possibilities for variety and emphasis. At the beginning of the year one-fourth to one-third of the student body are learning new procedures. These pupils need to be informed so that they understand the school curriculum.

A spotlight assembly will be appreciated. Larger schools need two or more.

Presentation may take the form of a television program. A large screen is placed up stage. The announcer provides the continuity. The program consists of two to five minute numbers or talks by club representatives. Each one tells how to become a member, states the purposes and highlights, and the achievement of the organization.

Another procedure is followed by directors. School spirit or the school mascot is the announcer. For illustration, Enid's mascot is a

plainsman. The plainsman may introduce his wagon wheels. Of course, no one wants to upset the wagon if he does not like the way it runs. Each organization may announce its assembly date at this time.

Instead of using the spotlight assembly for activities, the program may be a presentation of pupils and faculty members who have achieved honors during vacation. These include Future Farmers who have participated in farm contests, 4-H Club members who attended camps and fairs, or individuals who were selected to attend Boys' and Girls' State and Nation.

LaVena Park of Enid High School was elected Governor of Oklahoma at Girls' State. Five boys and five girls from Enid High School were selected to attend. These students are good speakers and with their civic sponsors, could form the nucleus for a superior spotlight assembly.

The Red Feather campaign for the Community Chest Drive makes good assembly material. The local chairman will cooperate with student committee to spotlight the various organizations maintained by the finances from the drive. Short dramatizations and demonstrations can be presented by the Boy Scouts, Salvation Army, Red Cross, and Summer Recreation Program.

The Spotlight Assembly may also be used to foster school spirit by showing how the high school developed. Several old trophies can be displayed. Skits showing how these trophies were won will bring many laughs. Care should be taken to see that pupils do not exaggerate to the point of caricature. The old grads would object. Contrast in costumes and procedure will furnish entertainment.

LaVena's speeches about her visit to Washington, D.C., is an inspiration to adults as well as students. Her experiences at Girls' Nation, the meeting with President Eisenhower and General Mark Clark are interesting to any school assembly.

Another spotlight for this assembly is the Legionettes from Enid High School. This drum and bugle corps of 100 girls is sponsored by the American Legion. The Legionettes recently won a trophy at Tulsa for the best organization represented.

On October's calendar are National Newspaper Week and the membership drive for the Camp Fire Girls. Spotlight assemblies emphasizing these organizations are easy to present. Goals, purposes, procedures, and achievements are the starting points.

The Camp Fire Slogan: "Be friendly—make friends—join the Camp Fire Girls," can be dramatized. An impressive program will interest junior high school groups.

JOURNALISM ASSEMBLY

Journalism Department

Suggested Scripture—I John 2:1-17

Extra! Extra! Read all about it!

This assembly will be presented by the journalism staff on National Newspaper Week. The purpose of the assembly is to sell subscriptions for the school paper. If the school does not have a paper, a magazine drive to raise funds may be substituted.

Music on the program is introduced as the musical staff. The editor and his staff may be introduced as "comics." The want ad column can be used effectively to promote subscriptions. **Lost** columns are popular students who liked to be mentioned. **Wanted** are subscribers among the sophomores. **Found** are profitable subscribers.

The program should be planned a few weeks before the first issue of the paper. A skit is easy to work out. Showing how the paper is made up, proof-read, and sent to the printers will give information and develop appreciation in the audience.

The business manager will probably tell how the subscriptions are to be taken, either in home rooms or at the activity office.

If the art editor is skilled in chalk drawing: a chalk talk with musical accompaniment is well received.

In conclusion, the editor might speak on freedom of the press and introduce the teachers who help to make the school paper a success.

Enid High School edits the **Quill** under the sponsorship of Miss Ruth Scott. Last year, this paper was rated first in the state. The **Quill** is printed in the high school printing department under the direction of Herbert Seems. Subscriptions are fifty cents a semester and are included on the student activity ticket.

FOOTBALL ASSEMBLY

Radio and Drama Classes

Suggested Scripture—I Corinthians 9:16-27

King Football reigns during October. An unusual assembly was written and presented by



members of the Enid High School radio and drama classes.

The emcee was a tall football player whom the audience liked. Bob Phillips introduced Ronald Hoskins who gave a radio speech on the History of Football. The rules of radio speaking are that a speech should be written in present tense. Ronald took the audience back to the days of a beginning football game.

Then Scot Johnston gave a preview of the coming game. This was in the form of a sports-cast as if the game were being played. John Bell, a senior, told what happened in last year's game. He was interviewed by a student.

A musical skit of girls in costumes showed how girls and players looked twenty years ago. This was a hint that the all-school play was to be "Turn Back the Clock."

A demonstration of football signals was led by Perry McCoy, a former coach and referee. He would show the signal and five students would guess what it meant. Of course, the girls' answers were humorous.

The drama class was studying the fundamentals of pantomime. They presented a five-minute pantomime, directed by Neal Jones, a senior. This number was followed by a skit—"Old Friends See the Game." An old grad, as Grandpa, and his friend Seeumanthy talked about the "downs," players, and plays. The mascot of the visiting school was a wildcat; so an Enid Plainsman appeared in time to vanquish the Ponca City kitten. This skit was directed by Sandra Wilson, a junior.

A short talk by the school coach concluded the thirty-minute assembly. D. Bruce Selby, principal, made announcements and dismissed the pupils.

Program Suggestions

Rural School Charter Day is sponsored by the National Education Association in October. This assembly will be appreciated in rural schools. The history of schools from the colonial times can be presented as a pageant. The National Education Association, 1201 Sixteenth St. N.W., Washington 6, D.C., will furnish material.

Fire Prevention Week is the second week in October. A worthy activity was reported by a third grade teacher at Ardmore, Oklahoma. The children showed how a bonfire from raked leaves was dangerous. A student acted as fire chief. He advised the group on how to keep safety rules concerning fires. Afterward when a realistic grass fire broke out, the third grader shouted his rules to city firemen.

On October 10, seventy-two years ago, greater Chicago was destroyed by fire. The sponsor for Fire Prevention Week is National Fire As-

sociation, 60 Batterymarch Street, Boston 10, Massachusetts.

Columbus Day Assembly can be given by the Spanish Classes this year. Miguel Cervantes, author of "Don Quixote," can furnish inspirational material. His birthday is October 9. Pan American Union, Washington 6, D.C., will send adaptable materials.

Suggestions for United Nations Week, October 18-23, can be secured from the American Association for United Nations, 45 East 65th Street, New York, New York.

A program commemorating the dedication of the Statue of Liberty on October 28, gives rise to feelings of patriotism and loyalty. A naturalized citizen may be guest speaker. A skit on "What Makes America Great" is easy to write and present. Included are the farmer, teacher, laborer, homemaker, and children, in appropriate costumes, who tell of opportunities and work they contribute to Liberty. A variation of this can be the Statue of Liberty comes to life and she asks members of the audience to tell what each is doing to promote liberty. Although not

known to the audience, participating students have been told that they will be called upon to speak.

The pupils can be challenged to present a different Halloween program by presenting characters from James Whitcomb Riley's poems as the **Raggedy Man**, **Little Orphant Annie**, and **When the Frost is on the Punkin**. These are especially appropriate for autumn assemblies. Students can learn the Hoosier dialect. The English department may want to present this assembly. Riley is the emcee or the story teller who comes to life on Halloween.

National Girl Scout Week, October 25-31, is sponsored by Girl Scouts Inc., 155 East 44th Street, New York 17, New York.

For National Radio and Television Week, the radio class may prefer to give the program. Favorite programs are given in short skits; winners are presented. These include radio contests — I Speak for Democracy Contest sponsored by the Junior Chamber of Commerce and "The People's Constitution — Ours to Defend" sponsored by the Veteran of Foreign Wars.

DEBATE

Materials

THE NATIONAL HIGH SCHOOL DEBATE TOPIC FOR THE SCHOOL YEAR 1953-1954 IS:

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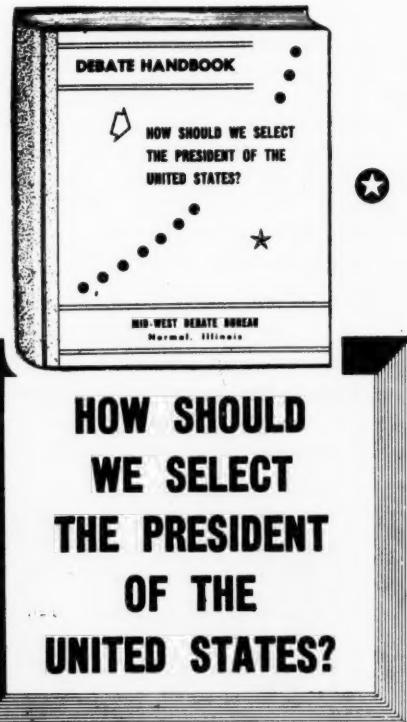
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News Notes and Comments

Editor Receives Coveted Award

Following his address closing the National Association of Student Councils Conference at Portland, Oregon, June 18, our Editor was presented with a beautiful plaque, inscribed to him as Leader in Student Activities, Devoted Teacher, Inspired Author, Friend of Youth. President Richard P. Lewis made the presentation.

These Drew Best

The First Ten box-office movie hits through the years were recently listed by **Variety** as: (1) *Gone With the Wind*; (2) *The Greatest Show on Earth*; (3) *Quo Vadis*; (4) *The Best Years of Our Lives*; (5) *Duel in the Sun*; (6) *Samson and Delilah*; (7) *This Is the Army*; (8) *The Bells of St. Mary's*; (9) *The Jolson Story*; and (10) *Snow White and the Seven Dwarfs*—The Kansas Teacher.

Shakespeare Festival In Canada

The Stratford Shakespearean Festival was held at Stratford, in southern Ontario, half-way between Detroit and Toronto, during the summer.

The two plays selected for presentation on alternate nights were *Richard III* and *All's Well That Ends Well*. Alec Guinness, Old Vic Theatre player who is well known in the United States for his recent series of English film comedies, starred in both plays. Irene Worth, London stage actress, who has been starring in the Old Vic's recent London productions, also appeared.

A series of lectures on theatre, featuring Alec Guinness and Tyrone Guthries, was another feature. There was an exhibition of arts and crafts. The festival was sponsored by the Stratford Shakespearean Festival Foundation, Stratford, Ontario, Canada.—W. V. School Journal.

Bank Turned Teacher

If some 14,000 school children in the city of Tulsa and Tulsa County, Okla., do not understand the free enterprise system it is not the fault of the First National Bank and Trust Company.

The bank has put the story before them in a readable, amusingly illustrated booklet, "Think First About Your Bank and How It Helps Tulsa Tick."

Prepared at the suggestion of R. Otis McClinton, First National president, the little volume was sweated out by N. M. Hulings, vice-president in charge of the bank's public relations

committee, with the cooperation of the Tulsa public schools. In language scaled to the eight-to fourteen-year age level, the booklet tells how banks help to make change in a candy store, help the grocer and the farmer prepare food, help dad keep his job, and help pay the firemen and the policemen.

Pretested on scores of young readers before it was released, the booklet concludes with a strong message to children to use their bank for savings and to learn early about the value of money.

With the thought that the message, with slight changes, could be adapted by almost any bank, First National is making copies available to other interested banks.—Nation's Business

Rural Libraries

Federal aid to the rural library services of the states is the aim of the Library Services Bill, sponsored in the House of Representatives by 12 Congressmen, announces the American Library Association. About 30,000,000 people in rural areas of the U.S. have no access to public libraries, and as many more, the ALA says, have public library service. Under the provisions of the bill, each state would be allotted, on a matching basis, \$40,000 and an additional sum based on its rural population and its per capita income. The state library agencies would have complete authority to develop and execute plans for the use of the money.—The Clearing House

Allied Youth Activities

Central High School in Tulsa, Oklahoma, sent in an extensive report of their Post activities in an attempt to go to the front of the "Can You Top This?" parade. Besides having top student leaders like student council president Burch Oglesby as treasurer, athlete Leon Katapodis as Post president, and thespian Barbara Gould as secretary, this Post does things. Their Mardi Gras Dance and Carnival netted them \$210 profit. They had everything from a Gypsy Fortune Teller to a Cake Walk, and even threw in a Male Beauty Contest for good measure. The Post membership has grown from 88 to 315.—The Allied Youth

Fire Prevention Tips Available

"Fire Prevention for Secondary Schools," a recent booklet published by the International Association of Fire Chiefs, is now available to teachers, schools, and libraries. This is an origi-

nal approach to fire prevention education, suggesting the relationship between the subject and others in the curriculum. Copies may be ordered, at \$1.20 each, through the Association, Hotel Martinique, Broadway at 32nd Street, New York 1, N.Y.—Ohio Schools, May, 1953

TV Development

The Detroit Educational Television Foundation has raised \$3,000,000. It is now ready for business. The group represents 17 Detroit educational, cultural, and public service organizations.—Oregon Educational Journal

High School Photography

There is a high degree of interest in photography among high school students, judging from the results of the eighth annual National High School Photographic Awards Contest.

A selection of the 196 prize-winning entries will be assembled as a traveling exhibit and will be available to high schools during the coming school year.

The contest, sponsored by the National Scholastic Press Association in cooperation with the Eastman Kodak Company, was initiated to "encourage in the student a livelier appreciation of the American way of living, of the American scene, and of his relation to his community and his world."—The School Executive

We Use Comic Strips In Class

Yes, we use comic strips in class—use them in teaching business law.

What kind of comic strips? How often? Where do we get them?

Our comic strips are prepared to illustrate problems discussed in law classes. The drawings are posted on our bulletin board. They are also used in our mimeographed law newspaper, OBITER DICTA. One script in our series was published in our school newspaper, the Lane Reporter.

The comic strips have been prepared in our law club, Robe and Wig. Our "comics" relate the subject matter to pupil, rather than adult, interests. School activities are used in illustrating legal principles. For example, the gift of a graduation ring serves to distinguish between executory and executed gifts. Similarly, a "date" is an example of an agreement of a social, as distinguished from contractual, nature. Still another student problem, that of homework, is the basis of a script that suggests that it is illegal to "assign" homework.

These comic strips are few, of course, and infrequent in use. They are but one of many devices used in our business classes.—High Points

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UNMOUNTED	MOUNTED	UNMOUNTED	MOUNTED	
\$1.05	\$1.15	\$1.15	\$1.30	\$2.50
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1 1/2	11
1 1/2	11
1 1/2	11
1 1/2	10
1 1/2	06
20	12
20	12
20	12
30	20
30	22
30	18
30	16
30	13
30	11
60	45
60	36
60	28
60	23
60	19
60	16
60	12
60	10
100	81
100	76
100	60
100	47
100	38
100	31
100	25
100	19
100	16
260	228
260	216
260	184
260	170
260	156
260	142
260	134
380	342
380	323
380	293
380	268
380	238
380	208
380	180
380	159
380	147

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How We Do It

A HIGH SCHOOL HAS INTERESTING HOME ROOM PROJECTS

During the six years that the home room program of the Du Quoin Township High School has been in operation, many interesting, unique, and worthwhile projects have been undertaken.

The projects have originated in many instances from the students themselves. Furthermore, the projects have been of such nature that all members participate in them. By achieving group participation, through projects conceived by the students themselves, and carried on to completion by the students with teacher supervision, authorities at Du Quoin Township High School feel that the home room plan is an outstanding success.

Space does not permit the description of all of the projects carried on by the home room groups. A few, however, will be described to give our readers a picture of what is being done.

One of the interesting projects carried on this year has been the formation and carrying out of a "Compliment Club."

The first step in forming this was a full and frank discussion by the members of the home room group of the various ways in which people can be complimented, and also the proper way for people to accept compliments graciously.

Freshman girls make up the home room forming the Compliment Club. Mrs. Peggy Keim is in charge of this group. A list of groups of people to be complimented was compiled. Among the people listed were senior girls, girls who had been particularly friendly or helpful; then a boy, a teacher, parents, brothers and sisters, or neighbors. Following this the girls selected other relatives such as grandmothers, grandfathers, aunts, uncles, and finally a close girl friend.

Each group of people who were to be complimented were studied before the project was launched. In the study, a particular emphasis was made on the things to be used as the basis for compliments. For instance with the teacher as the one to be complimented the class suggested that the matter of clothing, jewelry, accessories, hair-dos, class work, and the like were to be considered.

In the home room, a discussion of people's reaction and of the best way to compliment one nicely without overdoing it was brought out.

The results of the project has been very satisfactory. There is a general feeling that it has caused the particular group of freshman girls

to be friendlier themselves; kinder to others; to be more observant; to be more tolerant; and finally to be more interested in the people with whom they associate.

Another one of our outstanding projects carried out recently was that of beautifying our high school campus. A home room group, under the direction of Mr. Melvin Siener, music instructor, realized the need to replace the ugly bare patches of earth, and undertook to make the small campus more beautiful by using some home room time. This particular group worked out plans for filling in low places with new soil and made plans for setting out shrubbery.

After plans had been fully made, advice and assistance from a group of agriculture students under the direction of the instructor, Mr. H. W. Homann was sought. This resulted in both groups working together with as many as possible actually taking part in the filling in the dirt, seeding the yard, and in setting out the shrubs. The results of the project are excellent. The campus has taken on a more pleasant appearance; the students now never walk on the grass whereas before grass seldom ever grew on the campus due to being tramped down or killed out. Best of all, this project has created a feeling of pride not only in the particular home room group in seeing results of their efforts, but also in the same kind of feeling in the entire student body. It illustrates in a concrete way, the success of group activity and the value of team work and cooperation.

Another project undertaken by a home room group was that of instituting a clean-up campaign within the school building.

A group of girls, from the home room of Mr. D. W. Hortin, noticing ugly and unsightly pencil marks on walls, decided to do something about it. From a discussion of these conditions, entirely from their own volition, this group of girls donned blue jeans after school, procured step ladders, soap and water, and proceeded by themselves, to remove all of the ugly pencil marks from the walls. Of course, while removing the marks, dirt and dust was also removed, so that whole areas from the ceiling to the floor took on a clean appearance.

Here again a wonderful learning technique was involved. A fine example of honest-to-goodness team work was exemplified. The far reaching effect was noticeable among the other 400 students in the school in that from that time on,

few, if any pencil marks or other forms of defacing of walls took place.

Many other projects are undertaken by home rooms at Du Quoin Township High School. The three described above can suffice to illustrate how home rooms can be active, dynamic forces in school.

Home rooms can be dull, or on the contrary, home rooms can be both interesting and profitable. They can be one of the most vital forces for good citizenship and good training in any school system if the proper procedures in home rooms are taken.—D. W. Hortin, Assistant Principal, Du Quoin Township High School, Du Quoin, Illinois

A REGIONAL HIGH SCHOOL COUNCIL CONGRESS

On March 27, 1953, the Torrington High School Council was host to representatives of the councils of nine other schools in eastern Wyoming and western Nebraska at a Council Congress to study Council problems and progress. At the opening session, Ray E. Robertson, Wyoming State Commissioner of Education, was the principal speaker. He emphasized the role of the council in setting the tone of the school and in preserving its worthwhile traditions. This session, like all others during the day, was presided over by a pupil chairman.

Most of the day was spent in discussion groups. Several topics were available in each period so that delegates could choose those most vital to their needs.

According to an evaluation questionnaire filled out in the final session, the discussion considered the most valuable was on the topic, "Election of Council Officers." Other discussions dealt with "Making a Council More Active," "Organization of Council Representation," "Student-Council Constitutions," "Student-Council Authority," "State Student Council Association," "Financial Problems of Student Councils," "Requirements for Council Membership," "Student Council and School Behavior," "Election of Cheerleaders," "Traffic Problems," "Conducting a Meeting," and "Securing Student-Body Cooperation."

A luncheon at the 4-H Building and a mixer provided social interest and gaiety to the program.

The evaluation session proved to be very popular. Besides having a brief questionnaire answered by each person present, the session allowed time for questions to be asked from the floor and particular points of interest to be aired. The fact that Nebraska has a State Association and Wyoming has none was the basis for dis-

cussion as to the desirability for such an organization for Wyoming.

While the pupil delegates finished the day with a mixer, the sponsors discussed some of their ideas and reactions to the day's discussions. The opinion was expressed that probably Wyoming is some distance away as yet from a State Association, but that more regional meetings of this type should be held to stimulate interest in Council work.

Both visitors and hosts felt that the Congress was successful and worth the time and effort spent.—Mary K. Clemens, Council Sponsor, Torrington High School, Torrington, Wyoming

TWO HIGH SCHOOLS EXCHANGE ASSEMBLY PROGRAMS

"Gee, aren't those kids smart?" "It was fun, wasn't it?" "When can we do it again?" "Aren't their students friendly?" "I certainly know more about the question than I did before." These were several of the comments made by participating students in a panel-discussion program on the topic "Should We Adopt Universal Military Training?" The assembly program, which included participants from two local high schools, had just been completed and the students made these comments on their way out.

Each term the Problems of American Democracy classes at Bayside and Newtown High Schools arrange an exchange assembly program. At these programs students from the two schools present a panel discussion program before an audience of a thousand or more students. This past term five students from Bayside High School and five students from Newtown High School participated in such a program, which was presented at both high schools on different dates.

In order to plan such a program a group of students from each school meet in a preliminary conference to determine the topic which they would like to discuss. After they have agreed upon a topic which appears to be of current interest to high school students, the students spend several weeks in the library doing research in the area. Another conference is then held at which the pupil participants present the various facets of the topic which appear significant and ought to be incorporated into the panel discussion. Each of the participants is then asked to

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do further research on one or two of the major sub-areas of the topic. Several weeks later the first rehearsal is held and then the program is ready for presentation at each of the schools.

In order to avoid any competition between the schools, one student representative from each school speaks on each side of the question. The panel, therefore, includes five students, two on each side of the question, and a chairman. In order to include as large a group of students as possible in the activity, two separate panels of students are organized. One panel is used in one program and the second panel is used in the program in the other school.—Edward R. Kolevzon and John G. Kunit in **Strengthening Democracy** (New York City Board of Education).—The Clearing House

OPEN HOUSE AT EDISON HIGH

Open House was really an event. With the theme "The Public School—An American Heritage" we planned and carried out what we thought was a very successful program. Here was our chance to sell our product, the end product in education—the student.

Parents were given the opportunity to visit the classrooms to see the students work, and to examine their projects and displays. A number of short programs and demonstrations were presented by the various departments. The library, in keeping with the centennial theme, featured a display of pictures of libraries 100 years ago and modern libraries. The science rooms had bulletin board displays on food habits and health, besides a film on tuberculosis.

The new music building was opened for inspection. The band and glee clubs held rehearsals during the evening. Exhibits of water colors, oil painting, and ceramics were displayed by the art and crafts departments.

A girls' tumbling exhibition and student

swimming were demonstrated by the physical education department. Spanish songs, dances, and music were featured by the Spanish department.

The woodshop demonstrated the operation of the wood lathes and displayed some furniture made by the students. The dramatic club presented two short skits for their activity. The basic classes and common learning classes all had student projects on display.

The home economics department gave a demonstration on preparing and cooking food. Speed drills and correct form were performed by the commercial department.

The major emphasis was on classroom visitations. The teachers were in their rooms from 7:00 to 9:00 p.m. to meet the students' parents and talk with them regarding their progress in school.

The result?

1. Many parents were contacted during the evening.
2. Good public relations were established.
3. Many student clubs handled responsible jobs during the evening.
4. Encouraging and gratifying comments by the visitors.
5. The students' work was on display.
6. Teaching methods and aids were explained to the parents.
7. Indications of better and closer cooperation between the school and the home.

Finally, the students, teachers, and administrators took a great deal of pride in "showing off" their school.—Wallie Walker, Edison High School, Stockton, California

CLUBS ORGANIZED ACCORDING TO PUPILS' INTERESTS

Using a club on the children is one answer to bringing the television-fed interests of young-



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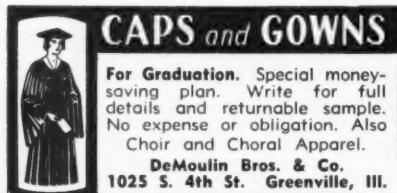
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sters back to the elementary curriculum. Tired of having "Time for Beany" replace interest in "time for learning" and of having "Nutsy the Clown" set a pattern for behavior in the halls, the faculty at Russell School in Los Angeles took action. The result: a club program timed at competing with the "television gang" for students' interest and enthusiasm.

First, a poll was taken in each classroom to determine both the present and potential interests and preferences of the children. (Potential interests were found to be more important than present, since children's interests change quickly and future possibilities had to be considered if the club program was to be an on-going activity.) Ten clubs were organized from the tabulations of the poll: a science club, a coin and stamps club, a newspaper club, a drama club, a papier mache club, a folk dancing club, a hobbies club, a sewing club, and a first aid club. All the fifth and sixth graders, 300 children, chose to join a club.

Although the immediate goal of the club program was to combat the influence of television, the ultimate goal has been to have a program that would enhance over-all educational objectives. Club activities are aimed at stimulating interest in and vitalizing other educational activities in the school program. Clubs provide opportunities for pupils to develop qualities of leadership and, more important, the ability to follow. Each club provides a setting in which pupils contribute willingly to its endeavors and feel an active personal concern for its success. Club sponsors help children explore and extend their present and potential interests and abilities; acquire new interests in hobbies and rewarding leisure-time pursuits. Club activities promote increasing growth in self-confidence, poise, resourcefulness, initiative, courtesy, and self-control. Since the club program is really a continuation of some of the objectives basic to educational philosophy, it has been made part of the school day.

Full discussion of Russell's clubs in action is found in May 13 **Los Angeles School Journal**. The article is written by Martin Schwartz.—Education Summary



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Comedy Cues

Hand-Me-Downs

"Well, Bobby," said the visitor to his neighbor's small son, "what's news?"

"Pappa's got a new set of false teeth," replied Bobby.

"Indeed," said the visitor, restraining a desire to laugh, "and what will he do with the old set?"

"Oh, I suppose," replied Bobby, "they'll cut em down and make me wear 'em."—The Balance Sheet

Try Oatmeal

Student: I hear that fish is brain food.

Roommate: Yeah, I eat it all the time.

Stude: Another theory disproved.—Pacific Weekly

Justice?

Teacher: Now, class, there is a wonderful example in the life of the ant. Every day the ant goes to work and works all day. Every day the ant is busy. And in the end what happens?

Johnny: Someone steps on him.—Ex.

Relative-ly Speaking

A woman arrived for the wedding late. As she came rushing up to the door, an usher approached her for her invitation.

"I have none," she snapped.

"Are you a friend of the groom?" asked the usher.

"Certainly not!" the woman replied. "I'm the bride's mother."—Ex.

What Exchange?

Smith was sitting down to breakfast one morning when he was astounded to see in the paper an announcement of his own death.

He rang up his friend Jones at once. "Hello, Jones," he shouted excitedly, "have you seen the announcement of my death in the paper?"

"Yes," replied Jones. "Where are you speaking from?"—Ex.

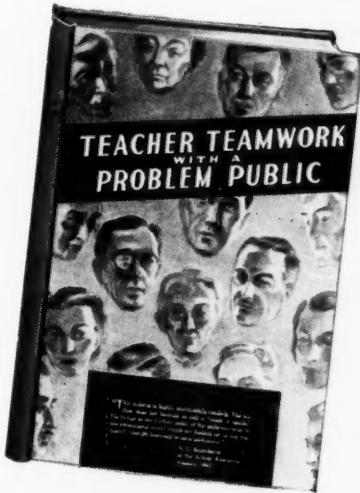
No Harmony There

The foreman reported that the jury was unable to agree upon a verdict. The judge said the case was a clear one, and added, "If you do not reach an agreement before evening, I'll have twelve suppers sent in to you."

"May it please your honor," spoke up the foreman, "make it eleven suppers and a bale of hay."—Ex.

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